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ABSTRACT

This booklet is the condensed version of the annual "Fact Book" of the Southern Regional Education Board (SREB). The aim of the SREB is to track progress in closing achievement gaps, preparing students for the next levels, and aligning schools and colleges into a productive, accountable system. Information in the "Fact Book" sheds light on progress toward or movement away form these goals in the states that are SREB members. The 2003 "Fact Book" shows that SREB states have made remarkable gains in the last 55 years in educational offerings, educational attainment, and societal progress. However, these facts show that SREB states have not reached their final destinations. A few SREB states lead on some national indicators, and many have made notable progress, but SREB states tank near the bottom on too many national measures. Data in the "Fact Book" are presented in these categories: (1) "Population and Economy"; (2) "Enrollment"; (3) "Degrees"; (4) "Tuition and Student Financial Aid"; (5) "Faculty and Administrators"; (6) "Revenues and Expenditures"; and (7) "SREB-State Data Exchange Agencies." (Contains 34 figures.) (SLD)

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ED 479 153

# Fact Book on Higher Education

## Condensed Edition

June 2003

Southern Regional Education Board

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## Featured Facts

***SREB states can lead the nation in educational progress. Nothing influences a state's prosperity more than the education of its people.***

*SREB Goals for Education: Challenge to Lead, 2002*

***Population growth and economic conditions mean that demand for higher education is strong ...*** The population in the SREB states grew by 15.3 million — 46 percent of the population growth in the United States in the last 10 years. Five of the nation's top 10 states with the highest proportions of college-age adults are SREB states. Almost 103,500 more students will graduate from high school in the SREB states in 2011 than graduated in 2001. At the same time, minority students are accounting for higher percentages of students. Six of the nation's top 10 states with the highest percentages of minority students in elementary and secondary schools are SREB states.

There were 353,400 more college students in the SREB states in 2000 than in the mid-1990s. Minorities accounted for the bulk of the enrollment growth. White enrollment decreased by about 2 percent in the SREB region and by 5 percent nationwide. (The numbers both of white men and of white women in college declined.) The number of black students in the SREB states increased by 24 percent (almost 167,200 more students), while total enrollment rose by only 8 percent.

***... but demand for higher education could be — and should be — even higher.*** Six SREB states are among the nation's top 10 states with the highest percentages of 16- to 19-year-olds who have dropped out of high school. Only half of the SREB states are at or above the national college-going rate for recent high school graduates. And the college-going rate of 18- to 24-year-old Hispanics lags behind that of blacks, which, in turn, trails that of whites.

***SREB states' economies set the national pace, as more adults have college degrees.*** Forty percent of the nation's new jobs (almost 7 million) were in the SREB region in the last 10 years. Seven SREB states — up from only three in SREB's early days — now have average per-capita incomes equal to at least 90 percent of the U.S. average. The percentage of adults in the SREB region with high school diplomas or GED certificates stands at 97 percent of the U.S. average. The percentage of the SREB region's adults with college degrees is 92 percent of the national average.

*Continued on inside back cover*

# Fact Book on Higher Education

## Condensed Edition

## 2003

Joseph L. Marks

June 2003

Southern Regional Education Board
592 10th St. N.W.
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1. All children are ready for the first grade.
2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.
3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.
4. All young adults have a high school diploma — or, if not, pass the GED tests.
5. All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career.
6. Adults who are not high school graduates participate in literacy and job-skills training and further education.
7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.
8. Every school has higher student performance and meets state academic standards for all students each year.
9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.
10. Every student is taught by qualified teachers.
11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.
12. The state places a high priority on an education *system* of schools, colleges and universities that is accountable.

The Southern Regional Education Board established these new goals in 2002. They are built on the groundbreaking education goals SREB adopted in 1988 and on a decade-long effort to promote actions and measure progress. The new goals raise further the sights of the 16 SREB states and challenge them to lead the nation.

The creation of the Southern Regional Education Board 55 years ago was based on the belief that education was the path to progress. Time has proved the SREB founders right. Those affiliated with SREB today are equally certain. SREB's 12 Goals for Education — set out in 2002 in *Goals for Education: Challenge to Lead* — are the 21st-century proclamation of that conviction and contain specific targets for improving education at every level.

The aim is to track progress in closing achievement gaps, in preparing students for the next levels, and in aligning schools and colleges into a productive, accountable system. The information in the *Fact Book* sheds light on progress toward or movement away from these goals. For example, data on the age distribution of the population and on children in poverty highlight the challenges of getting all children ready for the first grade (Goal 1). High school graduation and dropout statistics underscore the SREB goal of getting all young people to complete high school (Goal 4). Extensive *Fact Book* information on college attendance, retention and graduation supports states' efforts to prepare young adults for postsecondary education and careers (Goals 5, 6 and 7). Information about college faculty salaries, numbers of degrees earned, and spending on research and development illustrates the extent to which colleges and universities are meeting state needs (Goals 10 and 11). And the *Fact Book*'s reporting on appropriations and other revenues for colleges and on expenditures helps monitor the priority that states place on education (Goal 12).

Two things are again apparent in the 2003 *SREB Fact Book:*

- SREB states have made remarkable gains in the last 55 years — in educational offerings, educational attainment and societal progress, which is the reason for the emphasis on education.
- SREB states have not reached their final destination. While a few states lead on some national indicators and many have made notable progress, our states rank near the bottom nationwide on too many measures.

Education leaders in every state need to know:

- Are the educational participation and achievement levels of my state's residents where they should be for my state to progress economically and socially and to be competitive?
- Can students and their families afford to attend the universities, colleges, and technical institutes or colleges in my state?
- Are state and local governments' efforts to support education in my state adaquate and comparable to the way other states support education?

We again offer the *SREB Fact Book Condensed Edition* to help those who make or influence decisions that affect the future of education.

*Mark Musick*
*President*

Copies of the *Fact Book on Higher Education 2003* are available from the SREB publications office. SREB continuously monitors new comparative data and makes them available at the SREB Web site: www.sreb.org. The Web site also features an online edition of the *Fact Book* with links to the latest updates of the tables. SREB publishes *Fact Book Bulletins* that freshen or expand on *Fact Book* information.

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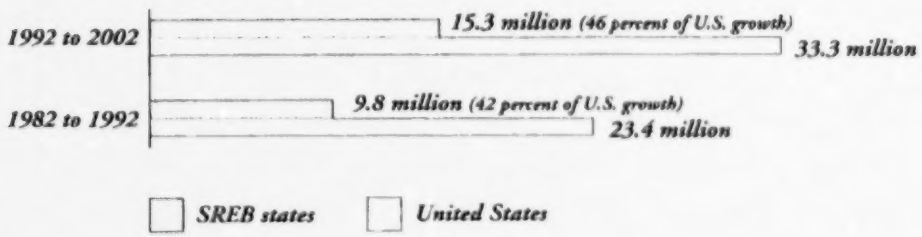
## Population

Nearly half of the population growth in the United States in the last 10 years was in the SREB states. Residents of SREB states now account for almost 36 percent of the nation's population; 60 years ago, the region held only 30 percent of the nation's population. While the region's population grew by more than 17 percent to nearly 103 million in the last 10 years, the national increase was 13 percent. Nine SREB states (Arkansas, Delaware, Florida, Georgia, North Carolina, South Carolina, Tennessee, Texas and Virginia) had rates of increase that exceeded the national average. Three of the nation's 10 most populous states are SREB states (Florida, Georgia and Texas).

## Population Growth




Source: U.S. Bureau of the Census

There was growth in every age group during the 1990s, but the proportion of the population in three age groups shrank: preschool-age children (under 5 years); traditional college-age adults (ages 18 to 24); and senior citizens (65 years and older). The working-age adult population (ages 25 to 64) grew to 52 percent of the total population. In 10 years the baby boomers will begin to move into the senior citizen category and that age group will begin to represent an even larger, faster-growing proportion of the population.

Five of the nation's top 10 states with the highest proportions of college-age adults are SREB states (Georgia, Louisiana, Mississippi, Oklahoma and Texas). Georgia, Mississippi and Texas rank in the nation's top 10 with the highest proportions of preschool-age children. Louisiana, Mississippi and Texas rank in the nation's top 10 with the highest proportions of school-age children. Georgia, Maryland and Virginia are in the nation's top 10 with the highest proportions of working-age adults. And Arkansas, Florida and West Virginia are in the nation's top 10 with the highest proportions of senior citizens.

## State Percentages of Residents in Specific Age Groups, 2000

| *State Rank* | *Preschool-age Children* | *School-age Children* | *College-age Adults* | *Working-age Adults* | *Senior Citizens* |
|---|---|---|---|---|---|
| *1* | Utah (9.4%) | Alaska (22.9%) | Utah (14.3%) | Alaska (54.9%) | **Florida (17.6%)** |
| *2* | **Texas (7.7%)** | Utah | North Dakota | Colorado | Pennsylvania |
| *3* | Alaska | Idaho | **Mississippi (11.0%)** | **Virginia (54.8%)** | **West Virginia (15.3%)** |
| *4* | Idaho | New Mexico | Idaho | **Maryland (54.7%)** | Iowa |
| *5* | Arizona | **Texas (20.4%)** | **Louisiana (10.6%)** | New Hampshire | North Dakota |
| *6* | California | **Louisiana (20.2%)** | **Texas (10.5%)** | Nevada | Rhode Island |
| *7* | Nevada | South Dakota | **Oklahoma (10.4%)** | New Jersey | Maine |
| *8* | **Georgia (7.2%)** | **Mississippi (20.1%)** | South Dakota | Maine | South Dakota |
| *9* | **Mississippi (7.1%)** | California | Kansas | Massachusetts | **Arkansas (14.0%)** |
| *10* | New Mexico | Wyoming | **Georgia (10.2%)** | **Georgia (53.7%)** | Connecticut |
| *50* | Maine (5.6%) | **West Virginia (16.6%)** | Connecticut (7.9%) | Utah (45.1%) | Alaska (5.6%) |

☐ *SREB states* ☐ *Other states*

Source: U.S. Bureau of the Census



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The racial/ethnic mix in the SREB states also has changed. The Hispanic population was the fastest-growing racial/ethnic group in every SREB state between 1990 and 2000. During that time, the Hispanic population increased in the SREB states by nearly 4.8 million — to account for almost 12 percent of the region's total population. Hispanics represent at least 5 percent of the population in four SREB states: Florida (almost 17 percent); Georgia (more than 5 percent); Oklahoma (more than 5 percent); and Texas (32 percent). Florida and Texas are home to 81 percent of the SREB region's Hispanics and 27 percent of the Hispanic population nationwide.

The SREB region's black population increased by more than 3 million — almost a 20 percent increase. The black population now accounts for almost 19 percent of the total in the SREB states. SREB states account for all of the nation's top 10 with the largest percentages of black residents. Overall, the SREB region is home to 54 percent of the nation's black population. In more than half of the SREB states, the black population represents at least 19 percent of the residents. The SREB states' white population rose by almost 5 million — more than 7 percent.

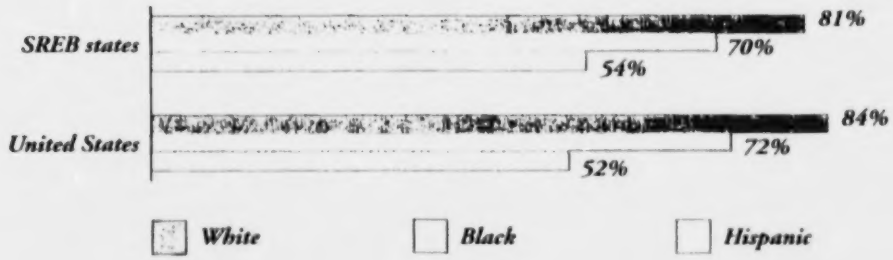
## Gaps in adults' educational attainment

In every SREB state, the percentage of adults with high school diplomas or General Educational Development (GED) certificates has increased in the last 10 years. In the 1990s, the percentage of adults 25 and older with diplomas or GED certificates in the SREB states increased by almost seven percentage points to almost 78 percent. While only two SREB states (Delaware and Maryland) had percentages in the top half of states nationwide, nine SREB states (Arkansas, Florida, Georgia, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia and West Virginia) improved their national ranks in the percentages of adults with high school diplomas or GED certificates.

The percentage of adults with bachelor's degrees grew by almost four percentage points to more than 22 percent by 2000. Four SREB states (Delaware, Georgia, Maryland and Virginia) had percentages in the nation's top half. Six SREB states (Georgia, Kentucky, Maryland, North Carolina, South Carolina and Tennessee) improved their national ranks in the percentages of adults with college degrees. The highest percentage among SREB states (Maryland's) is equal to twice the lowest percentage among SREB states (West Virginia's).

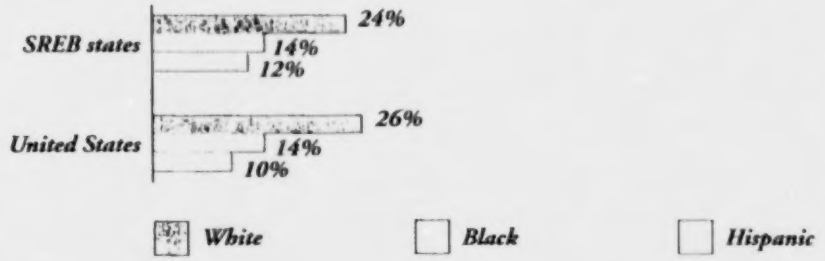
What a difference 50 years makes! In 1950, 23 percent of the population in the SREB states had high school diplomas. By 2000, 22 percent had bachelor's degrees or higher. In spite of improvements, gaps in educational attainment remain. In 2000, almost 81 percent of the white population in the SREB states had at least high school diplomas or GED certificates. In comparison, a little more than 70 percent of the black population and only 54 percent of the Hispanic population had achieved this educational level. Similarly, more than 24 percent of the white population in the SREB states had at least bachelor's degrees in 2000. The figures were almost 14 percent for the black population and a little more than 12 percent for the Hispanic population. Attainment levels for whites and blacks increased in every SREB state during the 1990s, but Hispanics' attainment levels decreased in many SREB states — a reflection of recent immigrants' low educational attainment.

## Percent of Adults With High School Diplomas or GED Certificates, 2000




Source: U.S. Bureau of the Census

## Percent of Adults With Bachelor's Degrees or Higher, 2000




Source: U.S. Bureau of the Census

## Young people in the education pipeline

Enrollment in public kindergarten through 12th grade grew by 13 percent nationwide and almost 14 percent in the SREB states between 1991 and 2001. State differences were notable. Four SREB states had large increases. There were 568,000 more students in Florida's classrooms than there were in 1991 — more than a 29 percent increase. Georgia's enrollment rose by almost 25 percent (293,000 students), and enrollments in North Carolina and Texas grew by about 19 percent (206,000 and 664,000, respectively). During the same period, four states had declines: Kentucky (more than 2 percent); Louisiana (almost 8 percent); Mississippi (almost 3 percent); and West Virginia (more than 12 percent).

A major turnaround in the number of schoolchildren is projected for the next 10 years. From 1991 to 2001, all but four SREB states experienced growth. However, between 2001 and 2011, public school enrollments are expected to decrease in all but five SREB states (Georgia, Kentucky, South Carolina, Texas and Virginia). Projections indicate that Louisiana, Mississippi and West Virginia will have two consecutive decades of declining school enrollments.

Six of the nation's top 10 states with the highest percentages of minority students are SREB states: Florida (almost 47 percent); Georgia (more than 45 percent); Louisiana (more than 51 percent); Maryland (almost 47 percent); Mississippi (almost 53 percent); and Texas (58 percent).

The number of graduates from public high schools in the region is projected to grow by 12 percent between 2001 and 2011, compared with a national increase of a little more than 11 percent. There will be almost 103,500 more graduates in the SREB states in 2011 than there were in 2001. Dramatic increases are expected in four states: Florida, 29 percent (more than 29,900 additional graduates); Georgia, almost 18 percent (nearly 11,400); North Carolina, 23 percent (more than 14,200); and Virginia, almost 25 percent (more than 16,200).

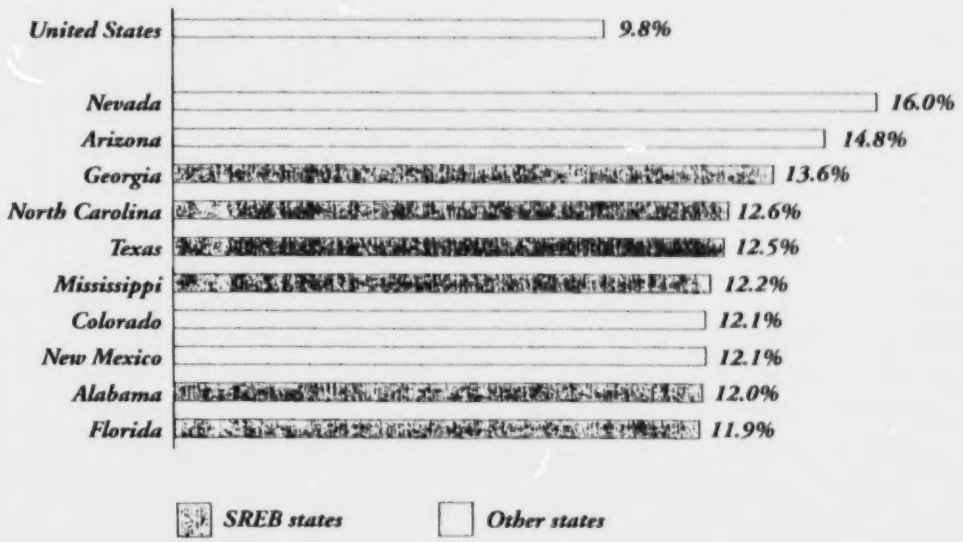
Six SREB states (Alabama, Florida, Georgia, Mississippi, North Carolina and Texas) were among the nation's top 10 states in 2000 with the highest percentages of 16- to 19-year-olds who do not have high school diplomas or GED certificates and who are not attending school. During the 1990s, percentages decreased in 13 SREB states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia).

While the percentage of high school graduates who attended private schools decreased nationwide, the percentages increased in all SREB states except Delaware, Florida and Texas. Graduates from private high schools in the SREB states account for between 4 percent (Oklahoma and West Virginia) and 19 percent (Louisiana) of total graduates.

### Personal income

SREB states continue to close the gap with the national average per-capita income. From 1991 to 2001, per-capita income increased faster than did the national average in 10 SREB states (Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia). The SREB region's per-capita income is almost 92 percent of the U.S. average. Three SREB states (Delaware, Maryland and Virginia) have per-capita incomes higher than the national average. Maryland is in the nation's top 10 states with highest per-capita incomes.

## States With the Highest Percentages of 16- to 19-Year-Olds Without High School Diplomas or GED Certificates and Not in School, 2000




Source: Annie E. Casey Foundation

## Poverty rates

The poverty rate in the SREB region decreased by more than two percentage points to about 13 percent from 1991 to 2001, while the national poverty rate decreased by almost two percentage points to almost 12 percent. In 1991, nine SREB states (Alabama, Arkansas, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, Texas and West Virginia) were in the nation's top 10 with the highest poverty rates. By 2001, seven SREB states (Alabama, Arkansas, Louisiana, Mississippi, Oklahoma, Texas and West Virginia) were in the top 10. Poverty rates are higher among families with children. More than 19 percent of children under age 18 in the SREB states live in poverty; nationwide, the figure is almost 17 percent. The SREB percentage amounts to almost 4.8 million children.

## Employment

Residents of SREB states account for more than one-third of the nation's civilian workers. From 1991 to 2001, residents of SREB states accounted for more than 40 percent (almost 7 million) of the increase in the number of people employed nationwide. The region's increase of almost 16 percent outpaced the national growth rate of more than 13 percent. However, five of the nation's top 10 states with the highest unemployment rates are SREB states (Kentucky, Louisiana, Mississippi, North Carolina and South Carolina).

The service industries, the largest sector of the region's labor market, had the largest increase (more than 57 percent) during those 10 years. The top five service industries are medical and health services; business services, such as advertising and data processing; engineering and management services; social services; and education. The service industries also include jobs in hotels and motels, laundries and auto repairs. Services, wholesale and retail trades, and government account for most employment both nationally and regionally. The second-highest growth rate was in construction (almost 45 percent), followed by transportation and public utilities (more than 30 percent). Employment in wholesale and retail trades rose by more than 25 percent. Finance, insurance and real estate employment rose by almost 26 percent, and government employment grew by 16 percent. The numbers of jobs in mining and in manufacturing declined.

## Government revenues and expenditures

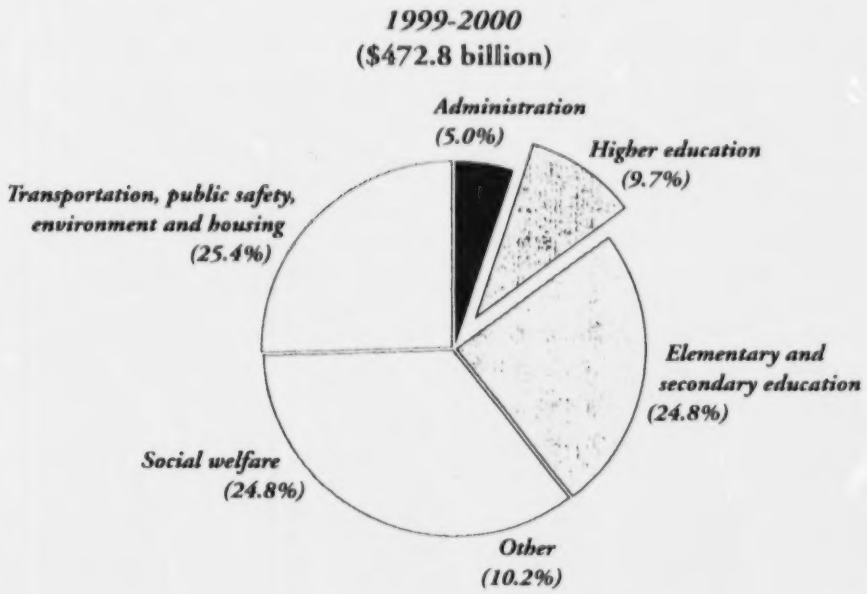
State and local government general revenues in the SREB states increased by almost 92 percent from 1990 to 2000. Tax revenues and personal income each increased by almost 83 percent. But the SREB states continue to trail the national averages on relative measures of tax revenues and state and local government expenditures. The SREB states' tax revenues per $1,000 of personal income in 2000 approached 92 percent of the U.S. average, down a fraction from 10 years earlier. State and local government per-capita expenditures rose in 2000 to more than $4,700 — almost 89 percent of the U.S. average.

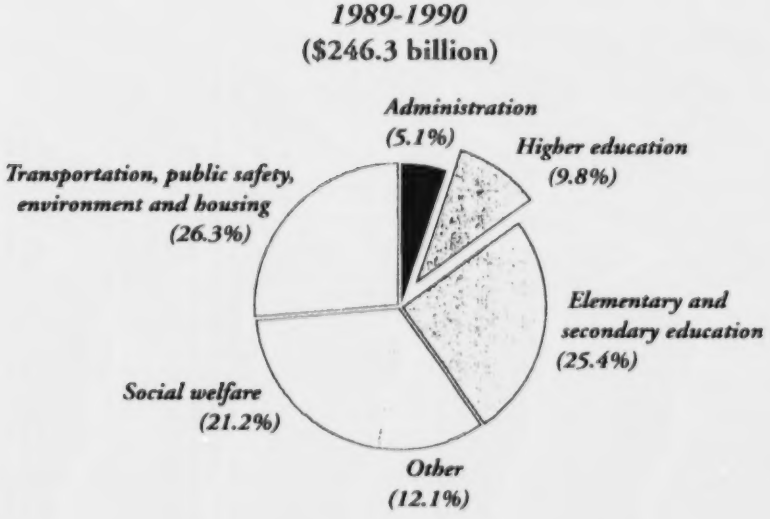
Distributions of state and local government spending among the major expenditure areas have changed slightly in the last 10 years. For example, the percentage spent on higher education dropped from 9.8 percent to 9.7 percent. Even a small shift represents a lot of money, considering that national spending was $1.5 trillion in 2000 and regional spending was $473 billion. Nationally, 0.1 percent amounts to about $1.5 billion. In the SREB region, 0.1 percent amounts to $473 million — nearly what Delaware spent on higher education.

The greatest change has been in the proportion for social welfare. In 1990 social welfare accounted for almost 23 percent of spending nationally; in 2000 the proportion was more than 24 percent. The shift was more pronounced in the SREB states; social welfare increased from a little more than 21 percent of spending in 1990 to almost 25 percent in 2000.

Ten SREB states (Alabama, Arkansas, Delaware, Kentucky, Maryland, Mississippi, North Carolina, Oklahoma, Texas and Virginia) are in the top half of states with the highest percentages of state and local government spending for higher education. The percentages increased during the 1990s in six SREB states (Arkansas, Florida, Georgia, Louisiana, Maryland and Oklahoma) and decreased in the other 10 SREB states. Six SREB states (Alabama, Georgia, Maryland, Oklahoma, Tennessee and Texas) increased the proportions spent on elementary and secondary education.

## State and Local Government Spending, SREB States




Source: U.S. Bureau of the Census

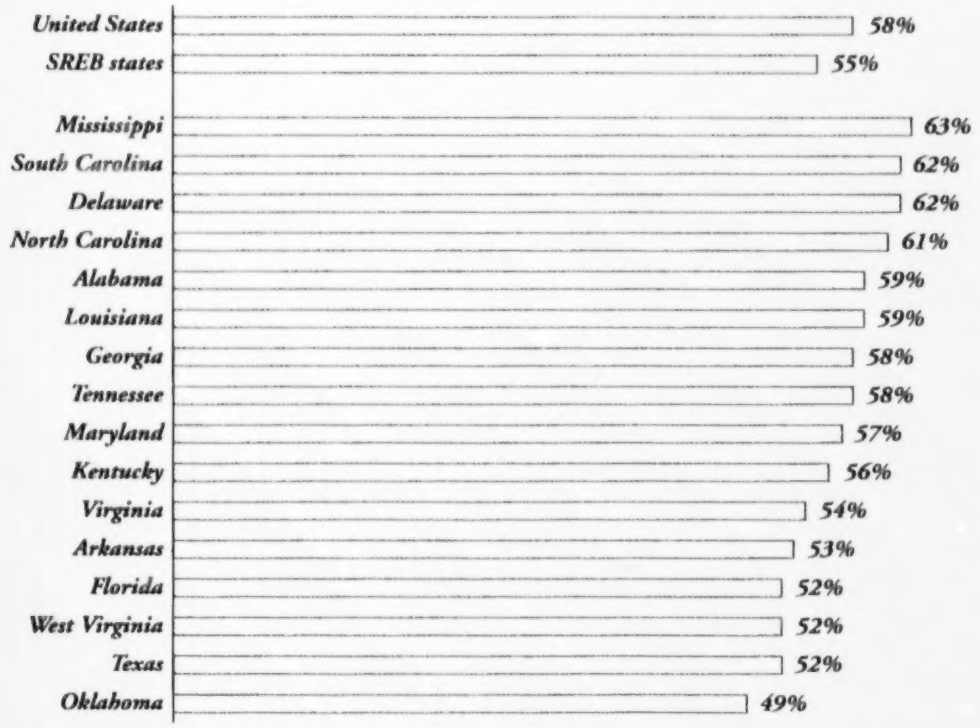
The sources of state and local government revenues changed between 1990 and 2000. Federal funds accounted for more than 16 percent of state and local government revenues nationally and regionally in 1990; in 2000 the national percentage was almost 19 percent and the regional percentage was almost 20 percent. In nearly two-thirds of the SREB states, the federal government is a larger source of funds than sales taxes, property taxes, income taxes or other taxes. The proportions of state and local governments' revenues that come from the federal government range from about 14 percent in Virginia to almost 28 percent in West Virginia.

States' tax policies vary. Sales taxes account for none of the tax revenues in Delaware and 23 percent in Tennessee. Property taxes account for a little more than 6 percent of the tax revenues in Alabama and almost 21 percent in Texas. There are no income taxes (corporate or individual) in Texas, but they account for more than 26 percent of Maryland's tax revenues.

## Students going to college

More than half (55 percent) of the high school graduates in 2000 in the SREB states were enrolled in college the next fall. Nationwide, almost 58 percent of graduates attended college the fall after graduation. Eight SREB states (Alabama, Delaware, Georgia, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee) were at or above the national average. Ten SREB states (Arkansas, Florida, Kentucky, Louisiana,

### College Enrollment* Rates of Recent High School Graduates, 2000



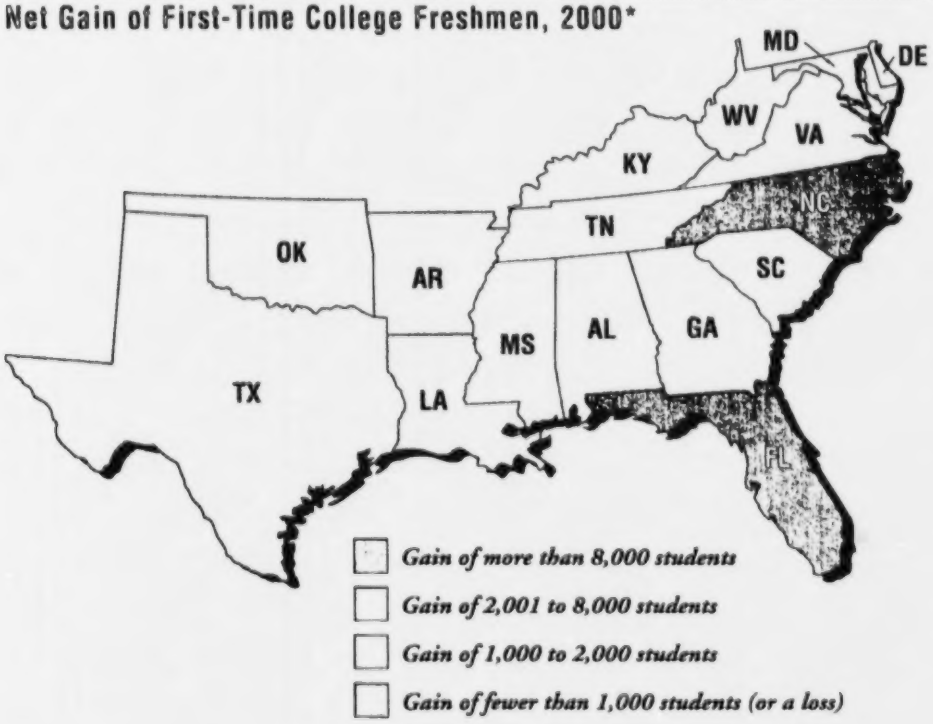

* Includes universities, four-year and two-year colleges, and degree-granting technical institutes or colleges.

Source: National Center for Education Statistics

North Carolina, Oklahoma, South Carolina, Tennessee, Texas and West Virginia) increased their college-enrollment rates in the late 1990s, while the national average declined slightly.

The enrollment rate among the traditional college-age group of 18- to 24-year-olds was lower in the SREB states (29 percent) than in the nation (32 percent) in 1999. These rates were higher than they were in the early 1990s. Delaware's and North Carolina's enrollment rates for this age group were higher than the national average. Only three SREB states (Delaware, Maryland and North Carolina) were in the top half of states with the highest enrollment rates of 18- to 24-year-olds. The college enrollment rate in the SREB region for adults between the ages of 25 and 34 was 7.6 percent, compared with 8.4 percent in the nation. Almost 61 percent of the SREB region's college students in 1999 were under age 25. Nationwide, the figure was 59 percent.

**Net Gain of First-Time College Freshmen, 2000***




* Net gain indicates that the number of first-time freshmen enrolling from out of state is greater than the number of in-state residents who leave to become first-time freshmen in other states.

Source: National Center for Education Statistics



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**Student movement from state to state**

The SREB region is a "net importer" of college students: More first-time freshmen come to SREB states to attend colleges than leave to attend colleges in states outside of the region. All SREB states except Maryland and Texas were net importers of first-time freshmen in 2000. SREB states also had higher percentages of students who attended colleges in their home states than did other states nationwide. In 2000, almost 88 percent of first-time freshmen in the SREB states attended colleges in their home states. The national average was almost 85 percent.

Five of the nation's top 10 universities in attracting Freshman Merit Scholars are in the SREB states: University of Texas at Austin; University of Florida; Rice University in Texas; University of Oklahoma Norman Campus; and Texas A&M University.

**Students at four-year and two-year colleges**

College enrollments increased in nearly all SREB states and in the nation from 1994 to 2000. In the SREB states there were an additional 353,400 students — an increase of almost 8 percent.

Enrollment in the SREB region's two-year colleges rose by almost 8 percent from 1994 to 2000, compared with a national increase of more than 8 percent. Enrollment in four-year colleges and universities rose by more than 8 percent in the SREB region and by about 7 percent nationwide. Florida's increase of more than 23 percent was more than twice the growth rate in any other SREB state and was the third-highest increase among states nationwide.

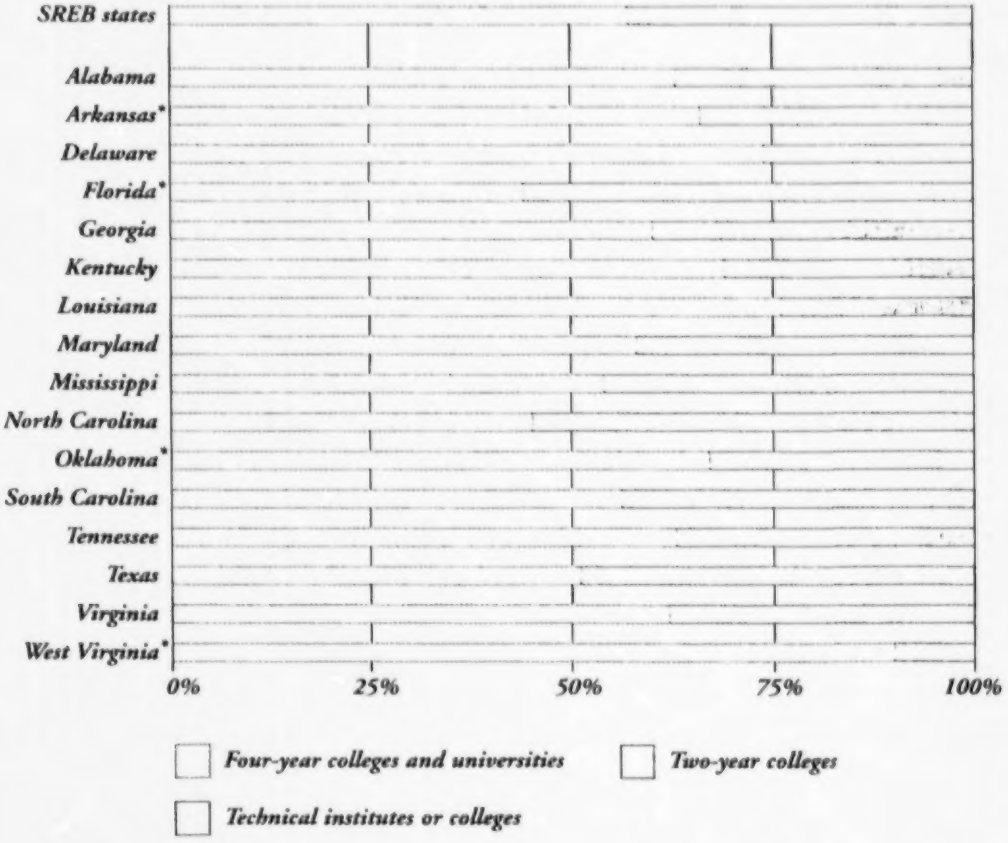
Two-year colleges enrolled 38 percent of all college students, 44 percent of undergraduates and 48 percent of first-time freshmen in the SREB region in 2000. These proportions were essentially the same as they were six years earlier, except for the percentage of first-time freshmen at two-year colleges. That percentage increased by more than three percentage points. The relative stability regionwide cloaked considerable variation among the states. Ten SREB states (Arkansas, Delaware, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Texas) had higher percentages of undergraduate students at two-year colleges in 2000 than six years earlier. In other SREB states, the percentages decreased dramatically. The percentages in Alabama, Florida,

Maryland and Oklahoma were four to five percentage points lower in 2000 than in 1994. In Florida, the change represented a shift of 32,400 undergraduates from two-year to four-year colleges.

Yet Florida remains one of only two SREB states (North Carolina is the other) with more than 50 percent of full-time-equivalent students in two-year colleges.

Almost 97 percent of students at two-year colleges in the SREB states attended public colleges; nearly 75 percent of students at four-year

**Percent Distribution of Full-Time-Equivalent Enrollment,**
***SREB States, 2002***




* Enrollment in technical institutes or colleges not reported.

Source: SREB-State Data Exchange

colleges or universities attended public colleges or universities. Women accounted for almost 59 percent of all students at two-year colleges in 2000 — about the same percentage as in 1994. Almost 48 percent of first-time freshmen were at two-year colleges in 2000, up from about 44 percent in 1994. The percentage of first-time freshmen at two-year colleges nationwide decreased from almost 48 percent in 1994 to almost 45 percent in 2000.

Enrollments at private or independent four-year colleges and universities in the SREB states and in the nation increased faster than at public four-year colleges and universities. Public four-year colleges in the SREB states gained 105,600 students between 1994 and 2000 — for a total of more than 2.2 million in 2000. During that same time, enrollment at private colleges increased by 119,400 — for a total of almost 754,000. Higher percentages of undergraduate and graduate students in the SREB region attended private colleges and universities. The shift at the graduate level was the most striking. Almost 75 percent of all graduate students in the SREB region attended public universities in 2000 — down from almost 79 percent in 1994. Higher percentages of students in professional programs such as law and medicine attended public universities in 2000 than in 1994.

Undergraduate students made up 87 percent of the college students in the SREB region in 2000, and 85 percent of them attended public colleges and universities. From 1994 to 2000, undergraduate enrollment increased by about 8 percent both nationally and regionally. In 2000, first-time freshmen accounted for about 20 percent of undergraduates in the SREB states — up from almost 17 percent in 1994.

### Part-time students

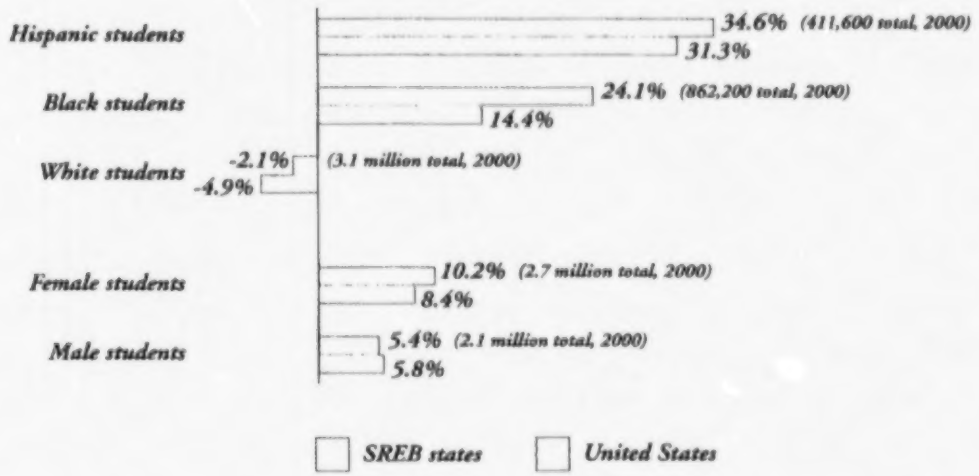
Part-time students made up 27 percent of all students at four-year colleges and universities and nearly 60 percent of all students at two-year colleges in SREB states in 2000. Part-time students accounted for lower percentages of total enrollment in 2000 than in 1994. Women accounted for a slightly larger percentage of part-time students in SREB states in 2000 (almost 60 percent) than in 1994 (about 59 percent).

ENROLLMENT

### Female students

From 1994 to 2000, the number of women enrolling in colleges and universities increased by almost 10 percent in the SREB region and by almost 9 percent in the nation. Women made up 57 percent of the SREB region's students at four-year and two-year colleges in 2000 — 57 percent of undergraduates, almost 59 percent of graduate students and about 45 percent of students in professional programs. The percentages of women at the undergraduate and graduate levels were higher in the SREB states than in the nation. However, the percentage of women in professional programs (such as law and medicine) was nearly two percentage points higher in the nation than in the SREB states. If the percentage of women in these programs continues to increase as fast as it has, women soon will outnumber men in professional programs as well as in undergraduate and graduate education. College enrollment of men has increased more slowly — by almost 6 percent in the nation and by more than 5 percent in the SREB states.

## Percent Change in College Enrollment, 1994 to 2000



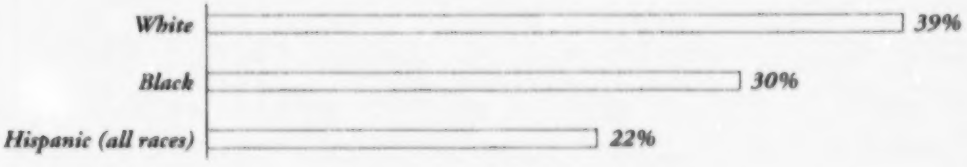

Source: National Center for Education Statistics

**Black students**

The number of black students in the SREB region increased much more than did total enrollment. Enrollment of black students increased by about 24 percent — almost 167,200 additional students in the region — between 1994 and 2000, while total enrollment increased by only about 8 percent. The 862,200 black students in the SREB states in 2000 accounted for almost 19 percent of the total enrollment in colleges and universities — up from 16 percent in 1994. Almost 20 percent of undergraduate students and 15 percent of graduate students were black. In professional programs, the proportion of black students reached almost 10 percent in the SREB region by 2000. Historically black colleges and universities enrolled a smaller percentage of all black students in 2000 — almost 24 percent, compared with about 29 percent in 1994. (In the mid-1970s the figure was nearly 39 percent.) About 64 percent of black students were women in the SREB states and in the nation.

White enrollment decreased by about 5 percent nationwide and by about 2 percent in the SREB region between 1994 and 2000. The numbers of white men and of white women in college both decreased between 1994 and 2000. The decline in white students contributed to black students' increased representation in total enrollment.

**College Enrollment Rates of 18- to 24-Year-Olds by Racial/Ethnic Group, *United States, 2000***




Source: U.S. Bureau of the Census

### Hispanic students

The numbers of Hispanic students in college increased rapidly in the SREB region (nearly 35 percent) and in the nation (more than 31 percent) between 1994 and 2000. Almost 1.4 million Hispanic students attended the nation's colleges and universities in 2000 — almost 10 percent of the total enrollment. More than 411,600 Hispanic students attended colleges and universities in the SREB region, with large concentrations in Florida (almost 17 percent of total enrollment) and Texas (almost 25 percent of enrollment). More than half (almost 53 percent) of the Hispanic students in the SREB states were at two-year colleges, compared with more than 58 percent of Hispanic students nationwide. Women accounted for more than 57 percent of Hispanic students nationwide and in the SREB region.

Despite these gains, the college-going rate of Hispanic 18- to 24-year-olds (22 percent) lagged behind the rates for blacks (30 percent) and for whites (39 percent) in 2000.

### Students in health professions

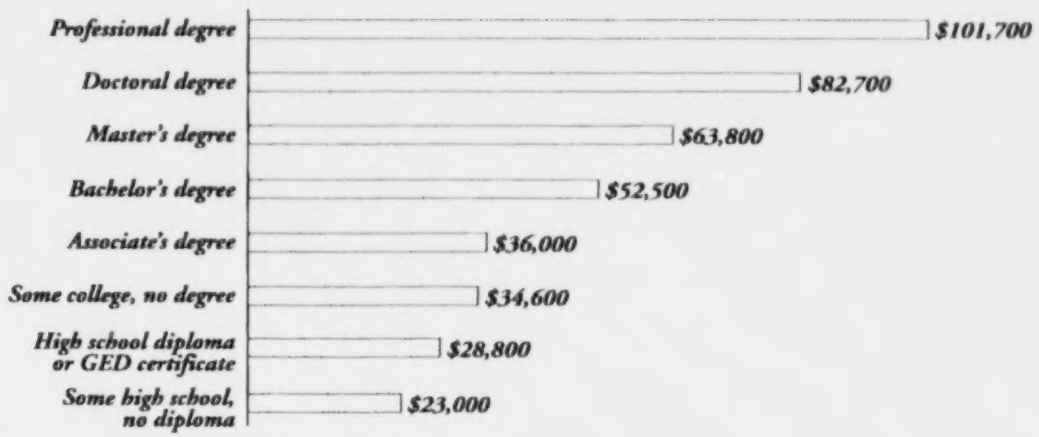
In the SREB region and in the nation, enrollments in M.D. programs decreased by less than 1 percent between 1997 and 2002. Almost 21,100 students were enrolled in M.D. programs in the SREB region in 2002. Women accounted for a greater percentage of these students in 2002 (44 percent) than in 1997 (40 percent). Enrollment in D.O. programs (osteopathic medicine) in the SREB region grew by almost 31 percent — to almost 2,100 students in 2002.

The percentages of black students entering M.D. programs declined both in the nation and in the SREB states between 1997 and 2002. In 1997, black students accounted for 7.4 percent of the nation's and 9.4 percent of the SREB region's entering M.D. students. By 2002, the percentages had declined to 7.1 percent nationally and 8.4 percent regionally. Black students accounted for 3.8 percent of students entering osteopathic medicine programs in the nation and 3 percent in the SREB states in 2002. The national figure was lower than it was in 1997, but the regional figure was up slightly.

## College degrees: The connection to earnings

Education pays. The more education a person has, the more he or she will earn. It is true that some people with only high school diplomas earn more than some college graduates. However, in 2001, people with bachelor's degrees earned an average of $52,500 per year — 1.8 times the average earnings ($28,800) of people with only high school diplomas or GED certificates. Those with associate's degrees earned 1.3 times what high school graduates earned. People with professional degrees (such as law and medical degrees) earned almost twice as much annually as those with bachelor's degrees.

### Median Annual Incomes of Adults, *United States, 2001*

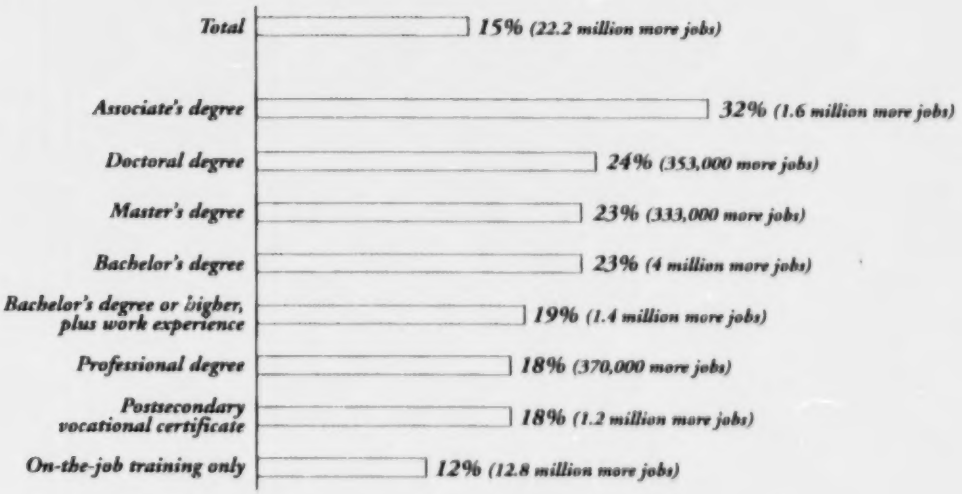



Source: U.S. Bureau of the Census

Job openings that require college degrees are expected to grow faster than are other types of jobs in the coming decade. Total job openings are expected to increase by 15 percent -- another 22.2 million openings, for a total of nearly 168 million jobs nationwide. Job openings that require associate's degrees are projected to increase by 32 percent (1.6 million jobs). Those requiring bachelor's degrees without work experience are projected to increase by 23 percent (4 million jobs), and those requiring bachelor's degrees plus work experience are projected to increase by 19 percent (1.4 million jobs).

Jobs that require no postsecondary education are projected to grow by only 12 percent. Even so, these jobs will account for about 58 percent of the 22.2 million jobs created between 2000 and 2010.

## Projected Increases in Job Openings by Level of Education Required, *United States, 2000 to 2010*



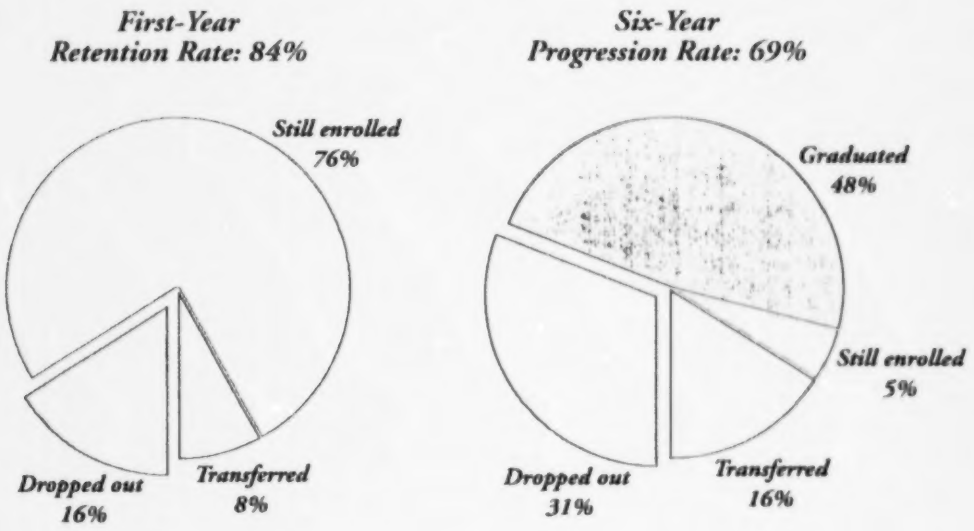

Source: U.S. Bureau of Labor Statistics

### Retaining students to graduation

Eighty-four percent of the first-time, full-time, bachelor's-seeking students who enrolled in fall 1995 at public four-year colleges and universities in SREB states returned to college for a second year. Seventy-six percent returned the next year to the same colleges or universities and 8 percent transferred to different institutions. Within six years, 69 percent "progressed": 48 percent earned bachelor's degrees from the colleges or universities they first attended; 5 percent still were enrolled at their original colleges or universities; and 16 percent transferred. (The percentage of transfer students who graduate is not known.)

More than half of the students who quit college without earning degrees leave during the first year or soon after it. Sixteen percent of first-time students who enrolled in public four-year colleges and universities in SREB states in fall 1995 left during or just after the first year. After six years, 31 percent had dropped out of college.

## Student Retention and Progression Rates*, Public Four-Year Colleges and Universities, *SREB States*



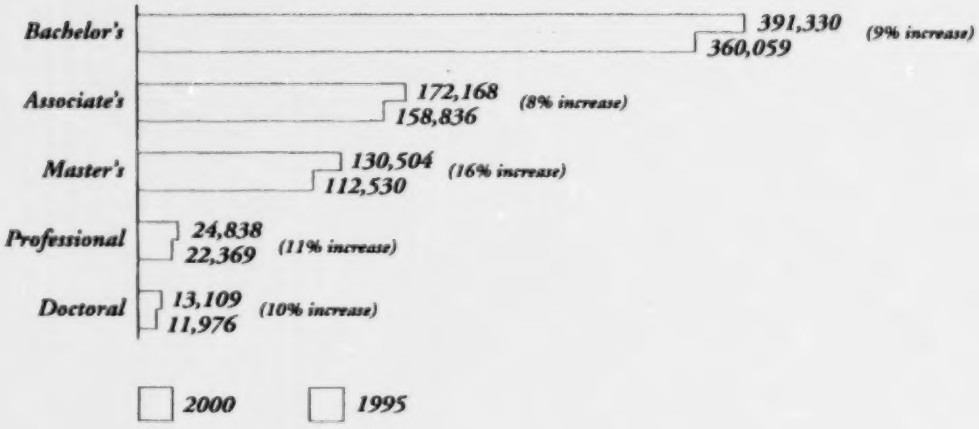

* For first-time, full-time students who began attending in fall 1995.
Source: SREB-State Data Exchange

Sixty-eight percent of the first-time, full-time, degree- or certificate-seeking students who entered public two-year colleges in the SREB region in fall 1998 returned for a second year. Nearly half (45 percent) "progressed" within three years: 17 percent earned degrees or certificates; 10 percent still were enrolled at the colleges they first attended; and 18 percent transferred to different colleges.

### Associate's degrees

Public colleges awarded almost all (79 percent nationally and 83 percent regionally) associate's degrees in 2000; these percentages were somewhat lower than they were five years earlier. Public and private institutions nationwide in 2000 awarded 565,000 associate's degrees — 7 percent more than were awarded five years earlier. The number of associate's degrees awarded in the SREB states increased by more than 8 percent in those five years — to a total of 172,200. Women earned almost 62 percent of the associate's degrees awarded in the SREB states and about 60 percent of such degrees nationwide.

## Degrees Earned, Public and Private Colleges, *SREB States*




Source: National Center for Education Statistics

Black students earned about 12 percent of all associate's degrees awarded in the SREB region in 1995 and more than 16 percent of the total in 2000. The proportion of associate's degrees earned by black students nationally rose from almost 9 percent to almost 11 percent. The percentages of associate's degrees earned by black students increased in 13 SREB states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) between 1995 and 2000. Hispanic students earned about 9 percent of the associate's degrees both nationally and regionally in 2000.

Increases in associate's degrees awarded to black and Hispanic students accounted for almost all of the SREB region's total increase in associate's degrees in the last half of the 1990s. The vast majority of the region's Hispanic students who earned associate's degrees in 2000 were in Florida and Texas. Hispanic students made up nearly 14 percent of those earning associate's degrees in Florida and more than 24 percent in Texas.

Associate's degrees in sciences and technologies and in business and management increased the most in the last half of the 1990s in the SREB region. The increases were more than 35 percent for sciences and technologies associate's degrees and almost 17 percent for associate's degrees in business and management. Other types of associate's degrees had more modest increases: humanities, more than 9 percent; social and behavioral sciences, more than 2 percent; and education, almost 8 percent. The number of associate's degrees awarded in allied health and health sciences decreased by more than 14 percent.

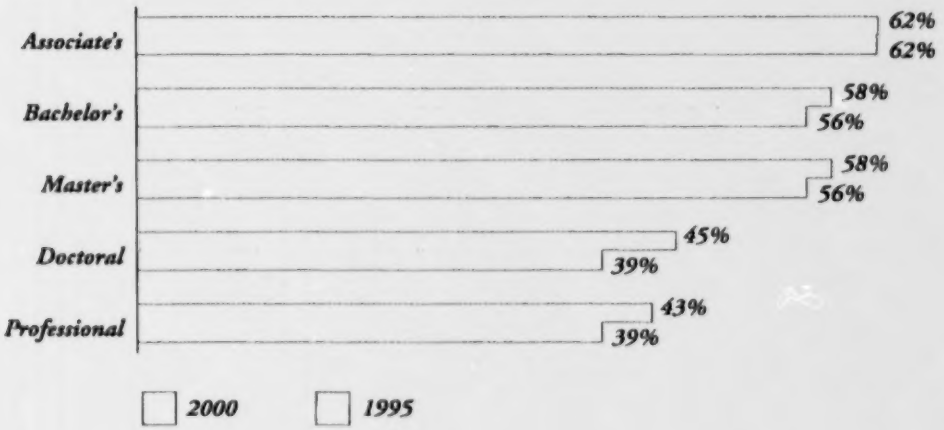
DEGREES

### Bachelor's degrees

Public colleges and universities in 2000 awarded more than 65 percent of the bachelor's degrees in the United States and almost 75 percent of those in the SREB region. In 2000, more than 1.2 million bachelor's degrees were awarded nationally — almost 7 percent more than five years earlier. The number of degrees awarded increased by nearly 9 percent in the SREB region.

Women first accounted for more than half of the bachelor's degrees awarded in 1982. In 2000 women earned almost 58 percent of the bachelor's degrees in the SREB region and more than 57 percent of those in the nation. Nationally, the higher proportion of degrees earned by women is a result both of increases in the number of women who earn degrees and, during much of the 1990s, of decreases in the number of men who earn degrees.

## Percent of Degrees Earned by Women, *SREB States*




Source: National Center for Education Statistics

The increase in the percentage of bachelor's degrees earned by black students in the SREB region was greater than the overall increase in the number of bachelor's degrees awarded. Bachelor's degrees earned by black students in the SREB region increased from almost 13 percent of the total in 1995 to almost 15 percent of the total in 2000. Nationwide, black students earned 9 percent of the bachelor's degrees in 2000, compared with almost 8 percent in 1995. This national increase equates to an additional 19,000 black students who earned bachelor's degrees nationwide. More than 11,300 (almost 60 percent) of these additional students were in SREB states. Between 1995 and 2000, the percentages of bachelor's degrees earned by black students increased in all SREB states. Predominantly or historically black colleges and universities, which enroll about one-third of the black students, awarded 42 percent of the bachelor's degrees earned by black students in the SREB region in 2000 — down from almost 48 percent in 1995. The 1990s was the first decade in which most black students earned their bachelor's degrees at predominantly white institutions.

By 2000, Hispanic students' share of bachelor's degrees had increased to more than 6 percent in the nation and in the SREB region. Florida (14 percent) and Texas (18 percent) were the only SREB states in which Hispanic students earned more than 3 percent of the bachelor's degrees.

The numbers of bachelor's degrees awarded in education increased by about 2 percent nationwide but decreased by almost 6 percent in the SREB region between 1995 and 2000. This shift, in part, reflects SREB states' growing emphasis on majors in arts and sciences for prospective high school teachers. During the same period, the number of bachelor's degrees in sciences and technologies increased more in the SREB region (more than 9 percent) than in the nation (more than 7 percent). Florida's increase of almost 18 percent was the most dramatic. Arkansas, Georgia, Louisiana, Maryland and Texas also posted double-digit increases.

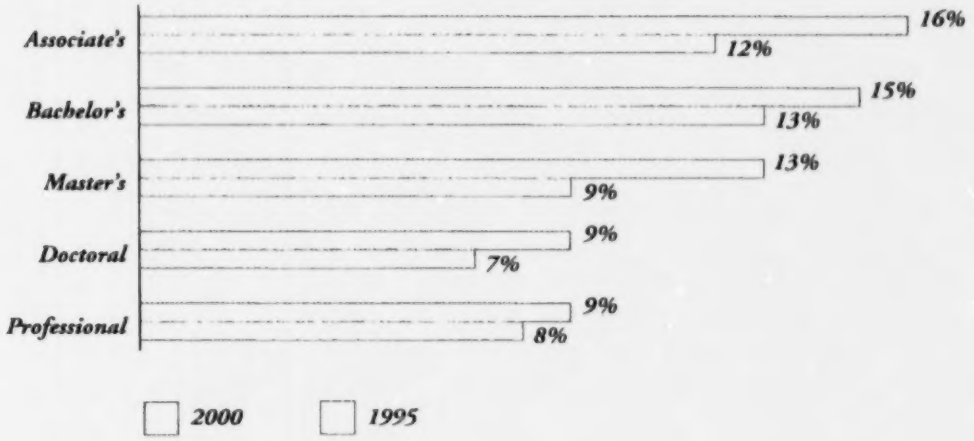
Bachelor's degrees in business and management and in humanities both rose by about 10 percent in the nation and by about 14 percent in the SREB region. Growth rates in social and behavioral sciences degrees were more modest. The national growth rate was more than 2 percent, compared with almost 3 percent in the SREB states.

### Master's degrees

Public universities awarded more than half (53 percent) of the master's degrees nationwide and almost 72 percent of those in the SREB states. From 1995 to 2000, the number of master's degrees awarded in the SREB region grew by 16 percent, compared with a national growth rate of more than 15 percent. The numbers of master's degrees increased by at least 30 percent in three SREB states (Alabama, Delaware and North Carolina). The percentages increased in all SREB states.

In 2000, women earned about 58 percent of the master's degrees both in the SREB region and in the nation — up from 56 percent and 55 percent, respectively, in 1995. Women first earned more than half of the master's degrees in the SREB states in the early 1980s. Unlike the trend for bachelor's degrees, however, the numbers of men earning master's degrees have continued to grow while the proportions earned by women have increased.

**Percent of Degrees Earned by Black Students,**
***SREB States***




Source: National Center for Education Statistics

The numbers of black students earning master's degrees have increased significantly. Between 1995 and 2000, the proportion of master's degrees earned by black students in the SREB states increased from 9 percent to almost 13 percent, and the national proportion rose from 7 percent to 9 percent. Hispanic students earned more than 5 percent of the master's degrees in the SREB region and almost 5 percent in the nation in 2000.

Education remained the largest field of study for master's degrees — accounting for about 28 percent of master's degrees in the SREB region. The numbers of master's degrees in allied health and health sciences increased the most between 1995 and 2000; these degrees increased by 36 percent in the United States and by 42 percent in the SREB states.

## Doctoral degrees

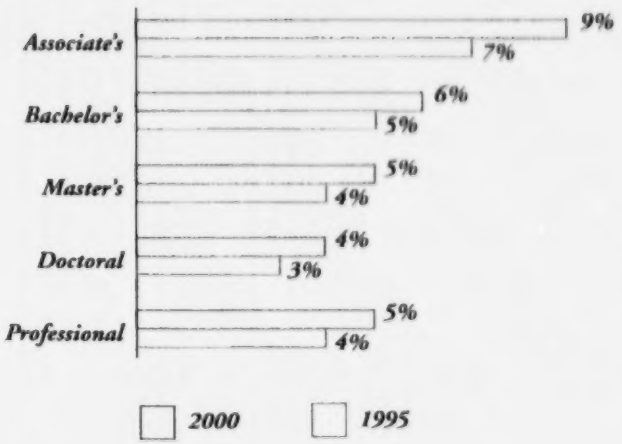
The numbers of doctoral degrees awarded grew by about 1 percent in the nation and by almost 10 percent in the SREB region between 1995 and 2000. Increases in three SREB states were more than twice the regional increase: Alabama (22 percent); Florida (32 percent); and Louisiana (23 percent). Public universities awarded 63 percent of the nation's and 76 percent of the region's doctoral degrees in 2000.

Women earned 45 percent of the doctorates in the SREB states in 2000 — up from about 39 percent in 1995. The number of men earning doctorates decreased in the last half of the 1990s. Black students earned almost 7 percent of all doctoral degrees in the nation and almost 9 percent in the SREB region — increases of about two percentage points in both cases. Hispanic students earned almost 4 percent of the doctorates in 2000. Students from foreign countries earned about 24 percent of the doctoral degrees awarded in the United States and almost 22 percent in the SREB region in 2000. While these overall percentages were lower than they were in 1995, foreign students accounted for more than half of the doctoral degrees in some fields, such as engineering.

The numbers of doctorates earned in the humanities increased by more than 4 percent in the nation and by about 14 percent in the SREB region from 1995 to 2000. The regional increase in social and behavioral sciences doctorates was about 25 percent, compared with a national increase of about 10 percent. The numbers of doctoral degrees in education declined nationwide by 1 percent but increased by more than 7 percent in the SREB region. Most dramatic were increases in the numbers of doctorates in allied health and health sciences: 30 percent nationally and 33 percent regionally.



## Percent of Degrees Earned by Hispanic Students, *SREB States*




Source: National Center for Education Statistics

The numbers of doctorates in sciences and technologies decreased by almost 7 percent in the nation in the late 1990s and increased by almost 2 percent in the SREB region. The numbers of doctoral degrees in business and management fell by about 15 percent nationally and regionally.

### First-professional degrees

The numbers of first-professional degrees in fields such as law, medicine and dentistry increased nationally by almost 6 percent and regionally by 11 percent from 1995 to 2000. Forty percent of the nation's first-professional degrees were from public universities in 2000, and 53 percent of the SREB region's degrees were from public universities.

Women earned more than 44 percent of first-professional degrees nationally and about 43 percent regionally in 2000. The numbers of men earning first-professional degrees nationally and regionally have been fluctuating since 1995. Black graduates accounted for about 7 percent of those earning first-professional degrees in the nation and more than 9 percent in the SREB region in 2000. Hispanic graduates earned almost 5 percent of first-professional degrees in the nation and more than 5 percent in the SREB region.

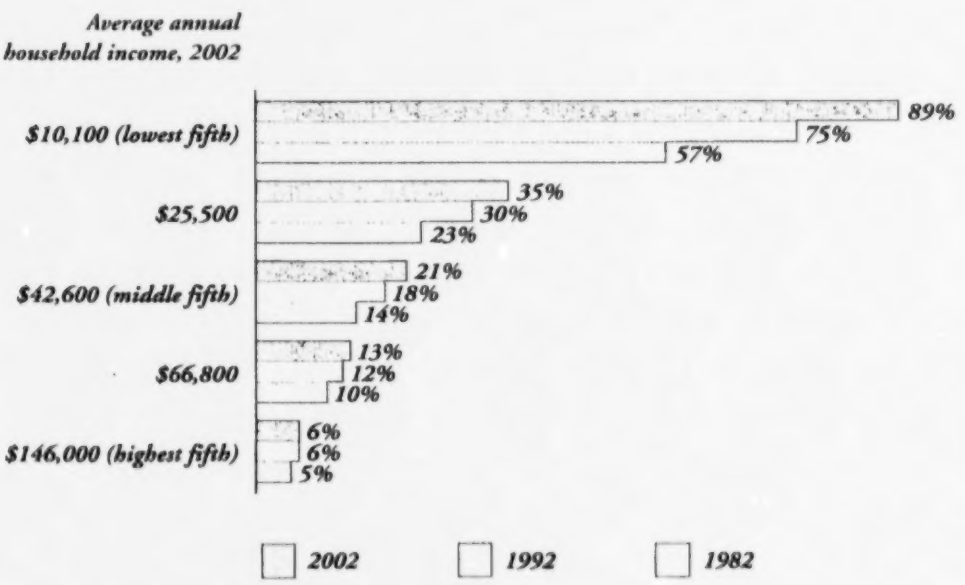
### Patents awarded

Three SREB states (Florida, North Carolina and Texas) were among the nation's top 10 states with the most patents awarded to universities between 1990 and 2000, and Maryland was ranked 11th. Thirty years ago, about 10 percent of the nation's university patents were in the SREB region and no SREB state was in the top 10. In 2000, more than 23 percent of the nation's university patents went to universities in SREB states. Public universities accounted for 76 percent of patents awarded in the SREB region and slightly more than 58 percent in the nation.

## Rising costs of college

The costs of going to college are increasing faster in the SREB region than in the rest of the nation. Tuition and fees in the SREB region generally remain below the national median, but the gap is closing rapidly. The median tuition and required fees for in-state students at public four-year colleges and universities in 2002 was 87 percent of the U.S. median — up from 79 percent of the national median in 1997.

## Percent of Income Required to Pay for One Year,
*Public Four-Year Colleges and Universities, United States*




Sources: The College Board and U.S. Bureau of the Census

While closing gaps in education generally is desirable, this case may be an exception. SREB states historically have had below-average costs of attending public colleges for their residents, whose annual incomes have tended to trail the national average. In-state students at public four-year colleges and universities paid almost 17 percent more nationally and almost 28 percent more in the SREB states in 2002 than they paid five years earlier — even when figures are adjusted for inflation.

When room and board charges are included, tuition and fees do not represent even half of the total cost of going to college. Yet states' policy decisions affect tuition and fees more than the other costs of attending college. Most students attend four-year colleges, where costs are higher than those at two-year colleges. Two-year colleges enroll more than half of all students in only two SREB states (Florida and North Carolina). Nearly half (49 percent) of Texas students attend two-year colleges.

The proportion of annual income needed to pay for one year of college (including room and board) has increased dramatically for low-income families in the last 20 years. Paying for one year at a public four-year college or university required 89 percent of the annual income of families in the lowest fifth of incomes (an average of $10,100 in 2002). In 1982 it took 57 percent. In contrast, households in the middle fifth (average annual earnings of $42,600 in 2002) had to devote the equivalent of 21 percent of their annual income to pay for a year of college — an increase of only seven percentage points since 1982. (In comparison, food purchases account for almost 14 percent of the average family's spending.)

The proportion of income required to pay for a year of college increased much less for those in the highest brackets. Those in the next-to-highest fifth (earning an average of $66,800) had to pay 13 percent of their income in 2002 — up from 10 percent in 1982. For those in the highest fifth (earning an average of $146,000 a year), the cost of one year at a public four-year college or university increased from 5 percent of income in 1982 to 6 percent in 2002.

The 2002 national median cost of tuition and fees at public four-year colleges and universities for in-state students amounted to almost 8 percent of the annual earnings of middle-income families — up from almost 7 percent in 1997. In the SREB region, tuition and fees

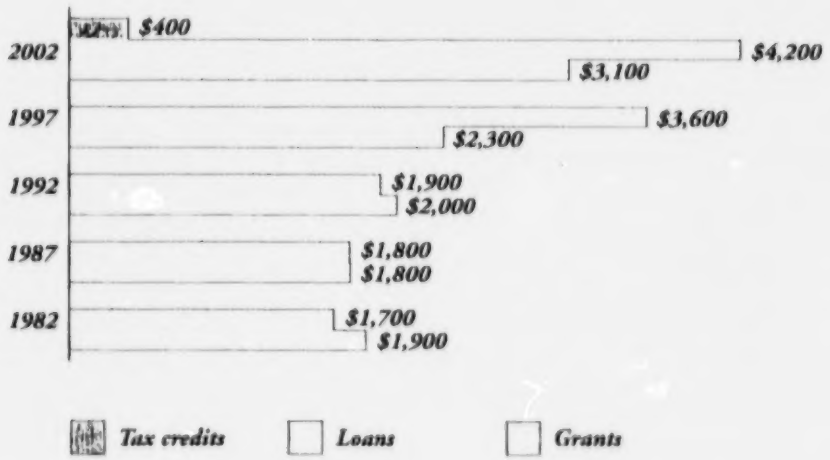
approached 8 percent of the earnings of middle-income families in 2002 — up from almost 6 percent five years earlier. The percentages in SREB states ranged from almost 6 percent of middle-income families' earnings in North Carolina to almost 10 percent of these families' income in Arkansas and South Carolina in 2002. The percentages of income required are equal to or higher than the national percentage in seven SREB states (Alabama, Arkansas, Delaware, Mississippi, South Carolina, Tennessee and West Virginia). The percentages of middle-income families' earnings required for tuition and fees increased between 1997 and 2002 in all SREB states except Virginia.

Changes in the proportion of income required to pay college costs were more significant for those in the lowest income bracket. The 2002 national median cost of tuition and fees at public four-year colleges and universities for in-state students amounted to almost 30 percent of the lowest-income families' earnings — up from 26 percent in 1997. In the SREB region, tuition and fees increased from almost 22 percent of the 1997 annual earnings of those in the lowest income bracket to more than 27 percent of their earnings in 2002. Among SREB states, the percentages of lowest-income families' earnings required for tuition and fees in 2002 ranged from almost 21 percent in Georgia to more than 36 percent in Delaware. The percentages are above the national percentage in seven SREB states (Alabama, Arkansas, Delaware, Louisiana, Maryland, Mississippi and South Carolina).

### Student financial aid

Financial aid available to individual students has risen dramatically in the last 20 years (when figures are adjusted for inflation). Grant aid rose from $1,900 per full-time-equivalent student in 1982 to $3,100 in 2002; loan aid rose from $1,700 to $4,200. Aid in the form of tax credits — which was not available until 1999 — amounted to $400 per full-time-equivalent student in 2002. The percentages of students taking advantage of financial aid also have increased. More than three-fourths of full-time, first-time students seeking undergraduate degrees at public four-year colleges and universities in 2001 received some form of student financial

**Student Aid Per Full-Time-Equivalent Student,**
***United States** (adjusted for inflation)*




Source: The College Board

aid — up from about 55 percent 10 years earlier. More than 60 percent of full-time, first-time students at public two-year colleges received aid.

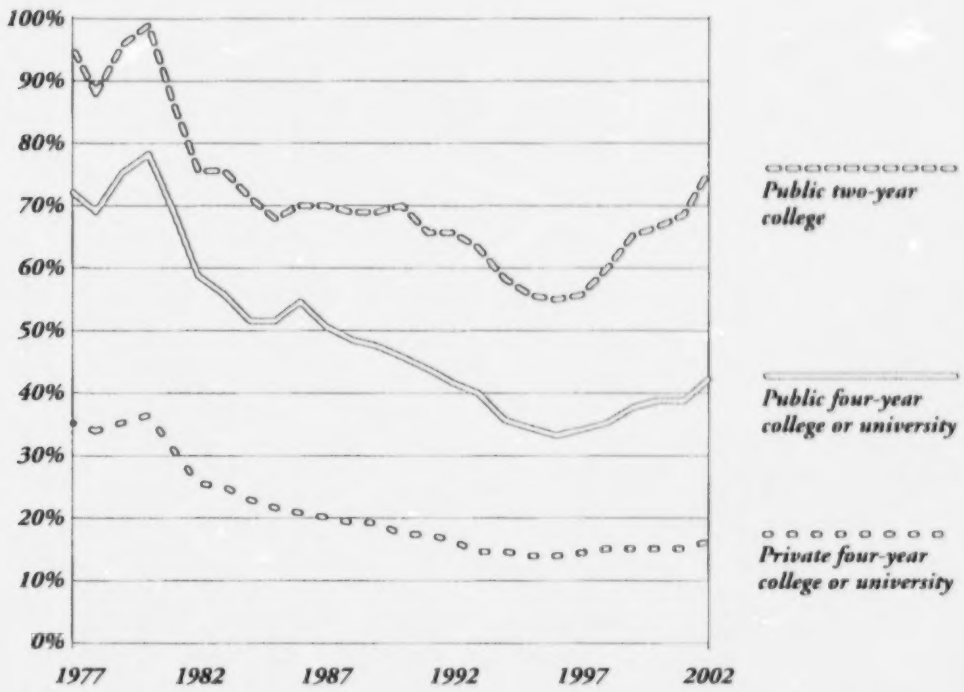
The total of all forms of student financial aid in 2002 was nearly $90 billion nationwide. (In comparison, total state appropriations for operations related to higher education in 2003 were about $64 billion.) Federally sponsored programs accounted for 69 percent of all financial aid in 2002. Federal programs accounted for 85 percent of all aid 20 years earlier.

College students in SREB states in 2001 received almost $2.8 billion in federal Pell Grants — 53 percent more than students in SREB states received in 1996. An increase in the number of recipients accounted for much of this increase. The average amount per recipient was about $1,600 in 2001 — 25 percent more than the average amount in 1996. The federal Pell Grant program is the nation's largest need-based financial-aid program for students.

The Pell Grant lost buying power in the 1980s, but recent increases have begun to reverse that trend. In 1980, the maximum Pell Grant — available to only the neediest students — covered 77 percent of the cost of attending a public four-year college or university and 36 percent of the cost of attending a private college or university. By 1996, those figures had fallen to 35 percent and 13 percent of costs, respectively. The maximum grant in 2002 covered 42 percent of the cost to attend a public four-year college or university and 16 percent of the cost at a private college or university.

Other federal financial-aid programs provide large sums of money. In 2001 students in the SREB region received about $254.1 million through the federal College Work/Study Program, $254.5 million through

## Percent of Tuition, Fees, Room and Board Covered by Maximum Federal Pell Grant, *United States*




Sources: The College Board and National Center for Education Statistics

the Perkins Loan Program and $237.5 million through the Supplemental Educational Opportunity Grant program. Federal programs supplied more than $11.3 billion in loans to students in the SREB region. Stafford subsidized loans averaged $3,400 per recipient. Stafford unsubsidized loans averaged $3,800 per recipient. Parent Loans for Undergraduate Students (PLUS) loans averaged $6,900 per recipient.

In 2001, 28 percent of students at public four-year colleges nationwide and 29 percent in the SREB region received federal grants. The percentages of recipients were higher at public two-year colleges: 36 percent nationwide and 39 percent in the SREB region.

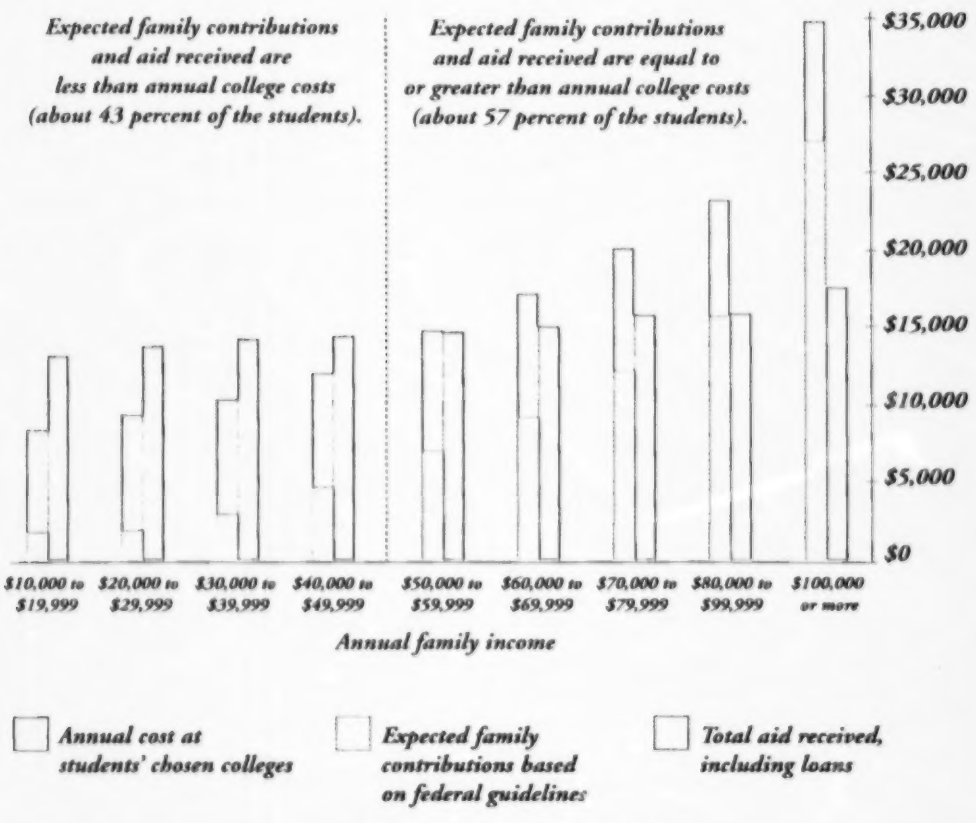
State scholarships and grants in the SREB region exceeded $1.8 billion in 2001. Between 1996 and 2001, need-based aid to undergraduate students in the SREB region grew almost twice as fast (an increase of 81 percent) as did such programs nationwide (43 percent). Even so, financial aid not based on need accounted for the bulk of the region's increase. This type of aid increased by more than 192 percent because of Georgia's merit-based HOPE Scholarship and similar programs in other SREB states. The SREB states accounted for about 15 percent of the nation's total amount of state need-based financial aid for undergraduate students in 2001 and almost 81 percent of the nation's total amount of state non-need-based aid for undergraduate students.

In 2001, 34 percent of students at public four-year colleges and universities nationwide and 32 percent in the SREB region received state grants. The percentages were lower among students at public two-year colleges: 28 percent nationwide and only 19 percent in the SREB states.

### The need for student financial aid

The application procedures for federal student aid affect virtually all applications for student aid because federal aid accounts for about 70 percent of all student financial aid. Federal procedures revolve around a standardized method for calculating a student's financial need. This method relates the student's cost of going to college to his or her family's expected financial contribution, which is based on the family's income, assets and number of children in college. Financial need is defined as the amount remaining after the expected family contribution is subtracted from the cost of attending college. Because some financial-aid programs are based on merit or other criteria instead of on student financial need, some students may not receive enough aid to couple with their family contributions to cover costs. Other students whose expected family contributions more than cover college costs still receive financial aid.

## Financial Need Among Dependent Undergraduates, *United States, 2000*


Expected family contributions and aid received are less than annual college costs (about 43 percent of the students).
Expected family contributions and aid received are equal to or greater than annual college costs (about 57 percent of the students).
$35,000
$30,000
$25,000
$20,000
$15,000
$10,000
$5,000
$0
$10,000 to $19,999
$20,000 to $29,999
$30,000 to $39,999
$40,000 to $49,999
$50,000 to $59,999
$60,000 to $69,999
$70,000 to $79,999
$80,000 to $99,999
$100,000 or more
Annual family income
Annual cost at students' chosen colleges
Expected family contributions based on federal guidelines
Total aid received, including loans

Source: Tom Mortenson, *Postsecondary Opportunity*, from National Center for Education Statistics data

Expected family contributions and financial aid received (including loans) did not cover the college costs for the 43 percent of undergraduate students whose annual family incomes were less than $50,000 in 2000. These students had to lower the "non-fixed" college costs (such as room and board) or come up with more money than the expected family contributions. The combination of family contributions and aid received did cover the costs of going to college for students whose annual family incomes were at least $50,000.

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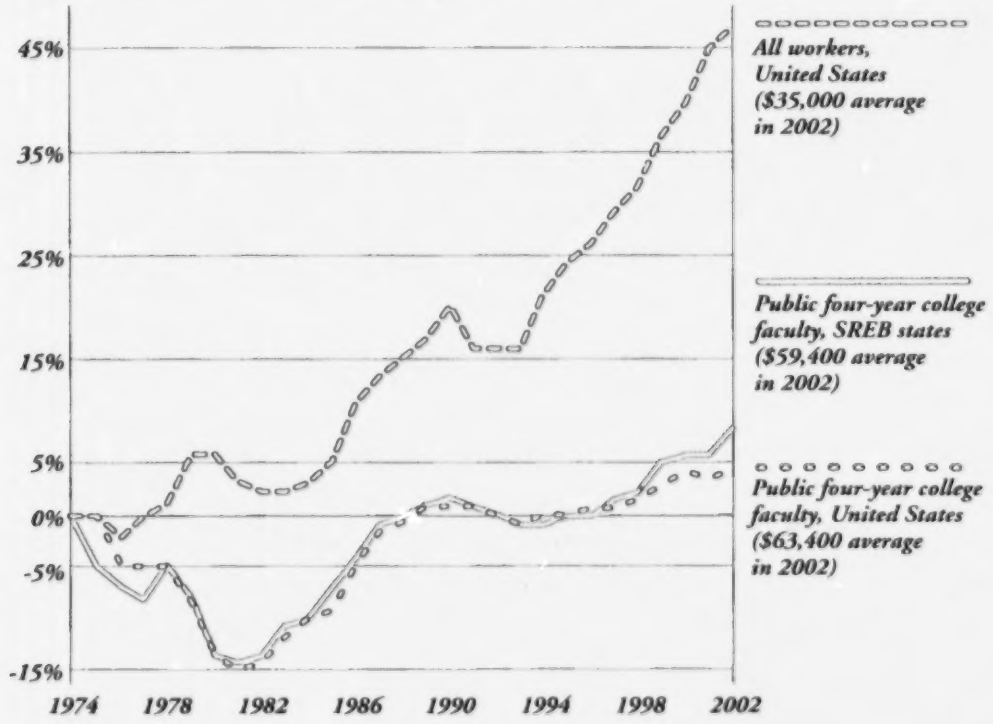
## Faculty salary gaps

College faculty have higher levels of education and higher pay than workers overall. But, for most of the last quarter-century, faculty nationwide and in the SREB region lost ground to inflation and to what the average American worker earned. For almost 15 years beginning in the mid-1970s, average salaries of full-time faculty teaching in public four-year

**Changes in Annual Pay** *(adjusted for inflation)*

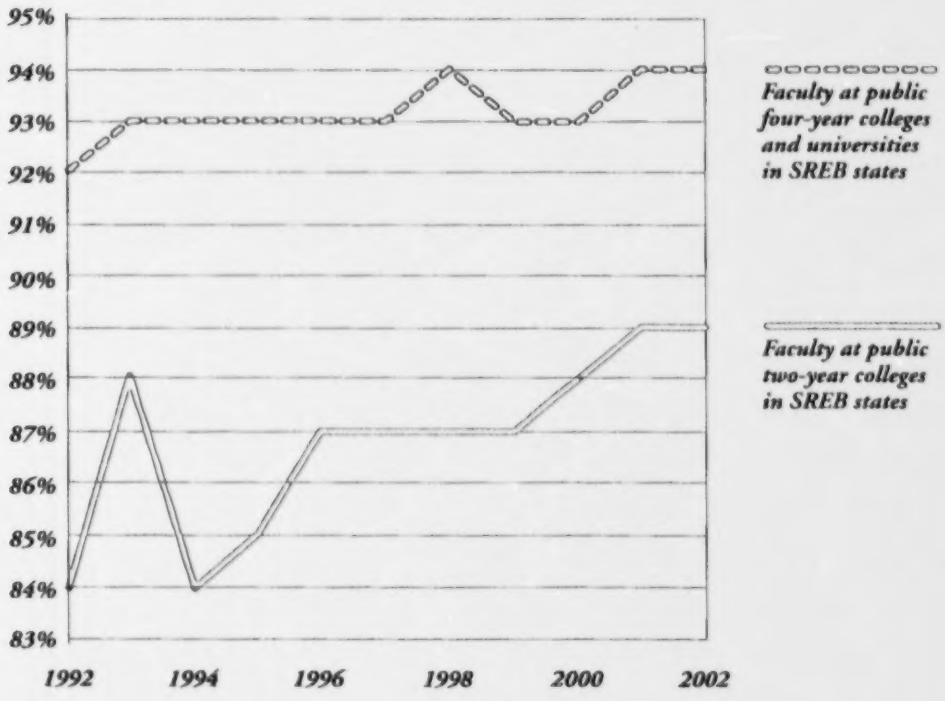



Sources: SREB-State Data Exchange, National Center for Education Statistics and U.S. Bureau of the Census

colleges and universities lost ground to inflation. In 1988, when the buying power of faculty salaries returned to the earlier level, the average salary for all workers nationally had 15 percent greater buying power. The buying power of faculty salaries has increased since then but still has not kept pace with salary increases for other workers. Faculty salaries at public four-year colleges and universities in the SREB region were about $4,400 higher in 2002 than in 1974 (when adjusted for inflation). In contrast, the average increase for all workers nationwide was about $11,100.

In only nine of the last 28 years did the buying power of faculty salaries at the SREB region's four-year colleges exceed the buying power of the average salary in 1974 (by at least one percentage point). In comparison, the earnings of the average American outpaced inflation in 25 of the last 28 years.

## Average Faculty Salaries as Percentages of U.S. Averages




Sources: SREB-State Data Exchange and National Center for Education Statistics

College faculty members do get paid more than the average workers. This difference is understandable, because faculty positions require higher levels of education. But, since the mid-1970s, the difference between what a faculty member earns and what the average worker earns has diminished. For example, in 1974, faculty salaries were about 2.4 times the earnings of those with bachelor's degrees. By 2001 people with doctoral degrees earned just 1.6 times more than people with bachelor's degrees.

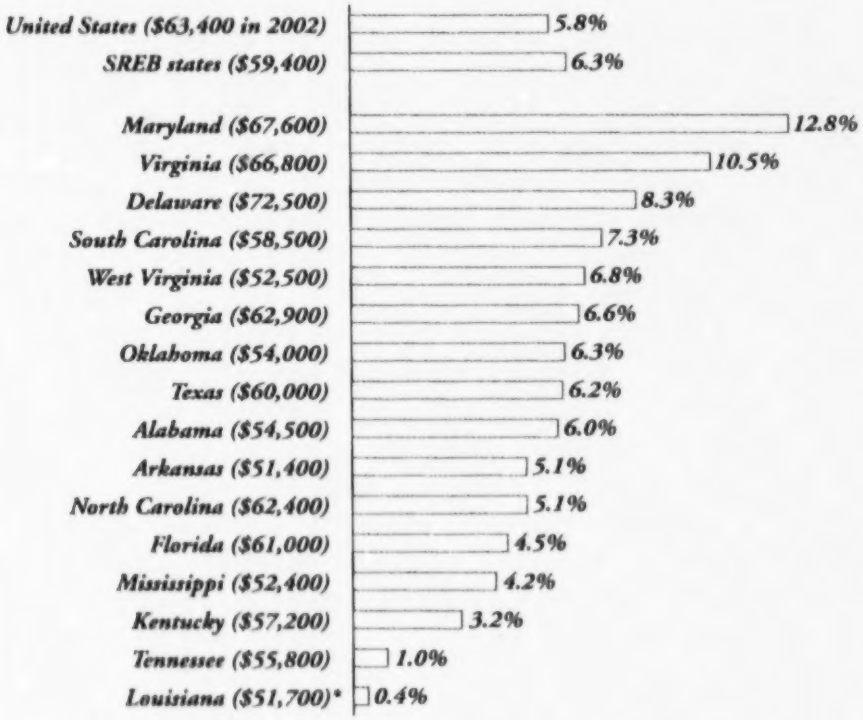
Faculty salaries in the SREB region are getting closer to the national average. In the last 10 years, the SREB region's average salary for faculty at public four-year colleges moved up from 92 percent to 94 percent of the U.S. average. The average salary for faculty at public two-year colleges increased from 84 percent of the national average in 1992 to 89 percent in 2002.

In the last five years, salaries of full-time teaching faculty in public four-year colleges and universities increased by 5.8 percent in the nation and by 6.3 percent in the SREB region (when these figures are adjusted for inflation). Averages in nine SREB states (Alabama, Delaware, Georgia, Maryland, Oklahoma, South Carolina, Texas, Virginia and West Virginia) moved closer to the national average during that time. Average salaries in Delaware, Maryland and Virginia are higher than the national average and increased the fastest in the last five years.

Faculty salaries at public two-year colleges increased by almost 2 percent in the SREB region and decreased by a fraction of a percent nationally in the last five years (when adjusted for inflation). During that time, the average faculty salaries in public two-year colleges moved closer to the national average in 12 SREB states (Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, Oklahoma, South Carolina, Texas, Virginia and West Virginia). Average salaries in Delaware and Maryland already were higher than the national average and gained even more ground.

## Average Salaries and Salary Increases, Full-Time Instructional Faculty at Public Four-Year Colleges and Universities, 1997 to 2002

*(adjusted for inflation)*



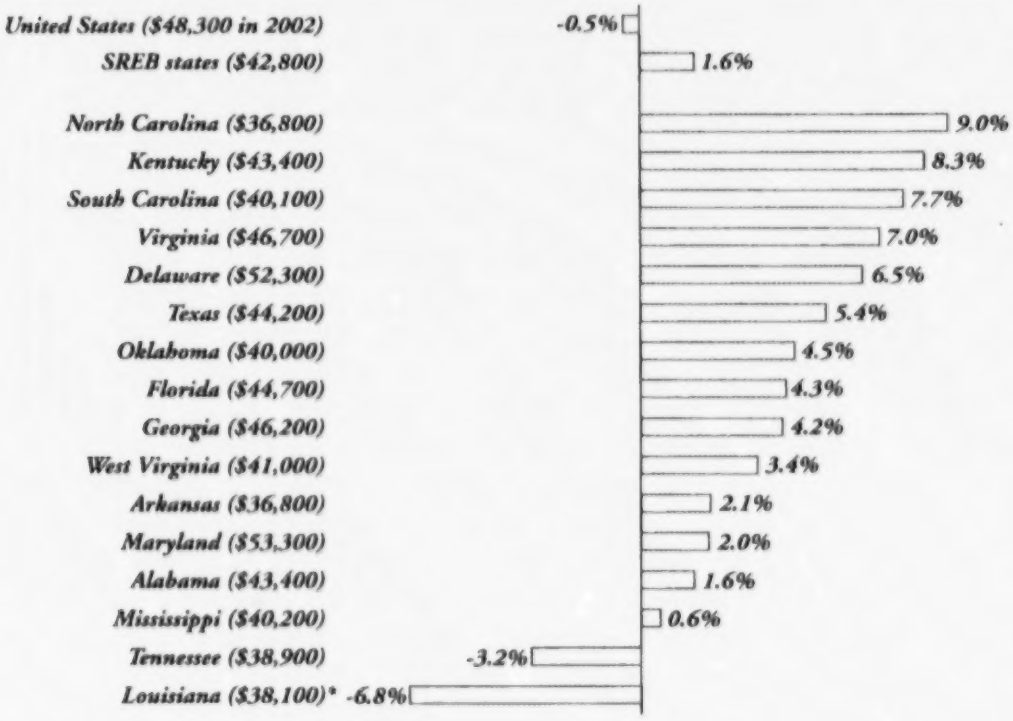

* Louisiana's increase is greater than it appears here because reporting changes in the state went into effect in 1998.

Sources: SREB-State Data Exchange, American Association of University Professors and National Center for Education Statistics

Salary gaps also exist among groups of faculty. Salaries of assistant professors and instructors (generally the younger and less experienced faculty) at four-year universities and colleges in the SREB states have tended to be closer to national averages than have the salaries of professors and associate professors (generally older and more experienced). In the last five years, though, the salaries of the "senior" ranks increased faster than did those of the "junior" ranks. For example, the average salary of assistant professors in the SREB region increased by almost 21 percent, while that

## Average Salaries and Salary Changes, Full-Time Instructional Faculty at Public Two-Year Colleges*, 1997 to 2002

*(adjusted for inflation)*




* Two-year colleges that award mainly associate's degrees and offer college transfer courses. Technical institutes or colleges are not included. Louisiana's decrease is less than it appears here because reporting changes in the state went into effect in 1998.

Sources: SREB-State Data Exchange, American Association of University Professors and National Center for Education Statistics



of professors increased by almost 24 percent. While salaries of assistant professors and instructors still are closer to the national averages than are salaries of professors and associate professors, the gaps became less pronounced. Salaries for all faculty ranks in the SREB region trail the national averages.

Salaries tend to be higher at larger, more complex universities. Average salaries in 2002 ranged from about $43,500 at SREB states' colleges and universities that award few graduate degrees to about $68,000

at universities that award the most doctoral degrees. Salaries at the larger, more complex universities are closer to the national averages than are those at smaller, less complex universities. And this discrepancy is increasing, because salaries at the SREB region's larger universities increased more than did salaries at the smaller universities in the last five years.

Salary differences among broad teaching fields have increased in the last five years. Average faculty salaries in higher-paid fields (such as business and management or sciences and technologies) rose faster than did salaries in lower-paid fields (social and behavioral sciences, education or the humanities).

### Administrators' salaries

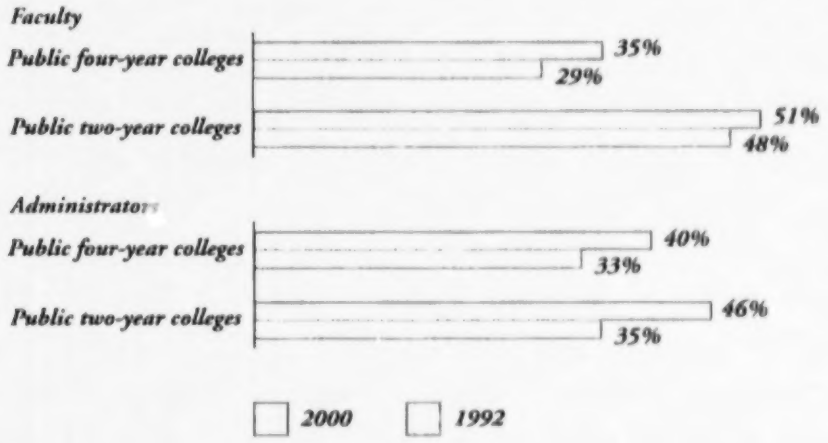
Average salaries for administrators at public four-year colleges and universities in the SREB region have gained ground on — and, in some cases, surpassed — national averages. In the last five years, the average annual salary for campus chancellors and presidents in the SREB region rose by almost 37 percent (22 percent, when adjusted for inflation) to about $192,000 — about $9,500 more than the national average.

Chief academic officers' salaries in the SREB region rose by almost 27 percent to just above the national average. Chief business officers' salaries in the SREB region increased by almost 28 percent — compared with a national average increase of 25 percent — but remain slightly below the national average. The average salary of academic deans in the SREB region rose by more than 24 percent to $120,500 — almost $2,800 less than the national average.

### Profile of faculty and administrators

Women and minorities increased their representation among full-time faculty and administrators at public colleges in the 1990s. In the SREB region in 2000, women accounted for 35 percent of the faculty and more than 40 percent of the administrators at public four-year colleges. Women accounted for 51 percent of the faculty and 46 percent of the administrators at the region's public two-year colleges.

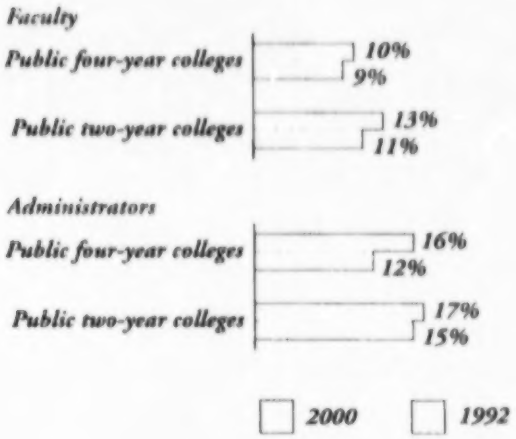
## Percent of Faculty and Administrators Who Are Women, *SREB States*




Source: National Center for Education Statistics

Black and Hispanic faculty accounted for 10 percent of the full-time faculty at public four-year colleges and universities in the SREB states and 13 percent at public two-year colleges. These proportions both were higher than the rates in the early 1990s (9 percent and 11 percent, respectively). While black faculty members at public four-year colleges in the SREB region became less concentrated in predominantly or historically black colleges, these institutions still employed almost 55 percent of the region's black faculty. Nationwide, black faculty also became less concentrated in predominantly or historically black colleges — almost 35 percent in 2000, compared with 39 percent five years earlier.

## Percent of Faculty and Administrators Who Are Black or Hispanic, *SREB States*



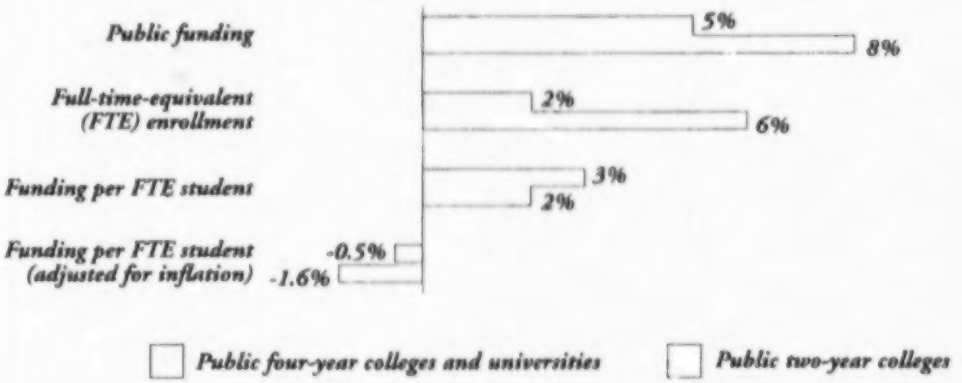

Source: National Center for Education Statistics

By 2000, black and Hispanic people accounted for 16 percent of the administrators at public four-year colleges in the SREB states, compared with 13 percent nationally. Black and Hispanic administrators accounted for 17 percent of the total at public two-year colleges in the SREB region and 14 percent nationwide.

### Per-student funding adjusted for inflation

Despite states' increased investments in higher education between the 2001 and 2002 academic years, per-student funding for public four-year and two-year colleges in the SREB states decreased because of inflation and enrollment growth. While funding for public four-year colleges rose by 5 percent and funding for public two-year colleges rose by 8 percent, full-time-equivalent enrollments increased by 2 percent at public four-year colleges (to almost 1.9 million) and by almost 6 percent at two-year colleges (to more than 1.3 million). This enrollment growth, combined with inflation, led to a decline of 0.5 percent in per-student funding at public four-year colleges and universities and a decrease of 1.6 percent at public two-year colleges. Per-student funding, when adjusted for inflation, decreased in half of the SREB states.

**Changes in Enrollment and Public Funding for Higher Education,**
***SREB States, 2001 to 2002***




Source: SREB-State Data Exchange

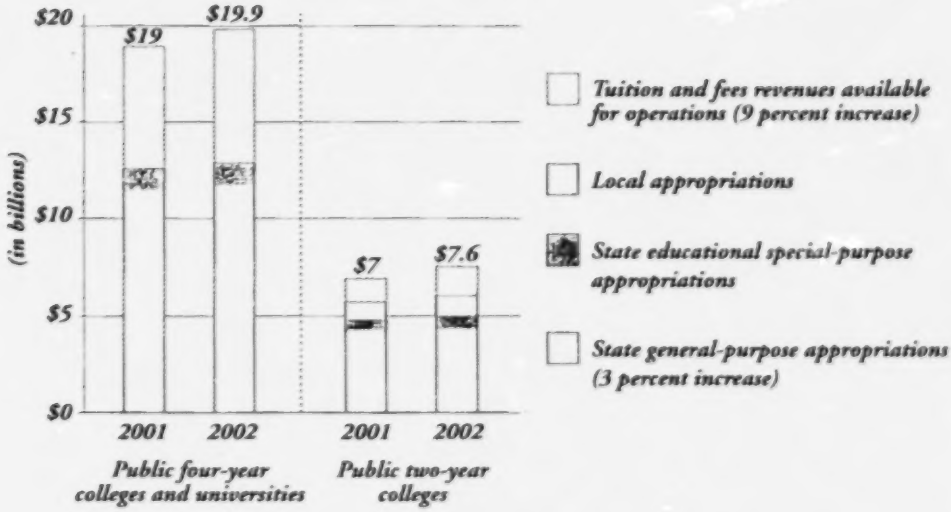
Revenues from tuition and fees grew by almost 9 percent at public four-year colleges and universities and at public two-year colleges. By comparison, state general-purpose appropriations to these institutions increased by a little more than 3 percent.

### Priority in state budgets

Over the last five academic years, appropriations of state tax funds for colleges and universities — including affiliated agencies (such as coordinating or governing boards) and related programs (such as statewide financial aid for students) — rose by 31 percent in the SREB region and by about 28 percent nationally. Inflation was about 19 percent, which reduces these increases to 10 percent regionally and 8 percent nationally.

The proportion of state taxes appropriated to colleges and universities and affiliated agencies was about the same in 2002 (14.2 percent) as it was in 1992 (13.8 percent). Seven SREB states (Alabama, Arkansas, Delaware, North Carolina, Tennessee, Virginia and West Virginia) appropriated smaller proportions of state taxes for higher education and related services in 2002 than in 1992. The proportions increased in seven SREB states (Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi and Texas) and were the same in two states (Oklahoma and South Carolina).

## Changes in Public Funding for Higher Education,
*SREB States, 2001 to 2002*




Source: SREB-State Data Exchange

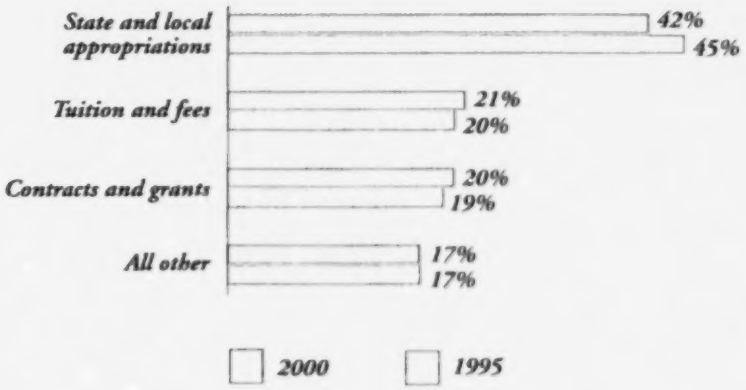
Funding for educational and general operations at public colleges and universities accounted for 84 percent of SREB states' public funds for operations related to higher education in 2002. Ten percent of public funds went to health-professions education and other specialized institutions, and 6 percent went to statewide system operations, private colleges, contract education and statewide financial-aid programs for students.

### Sources of revenue

Public colleges and universities in the United States are a $125.6 billion enterprise. In 2000, total revenues of colleges and universities in the SREB region amounted to $44.7 billion — 36 percent more than in 1995. Revenues increased by 37 percent at the region's public two-year colleges and by 36 percent at four-year colleges and universities.

State appropriations and tuition and fees together accounted for about 63 percent of the educational and general operating budgets of public four-year colleges and universities in the SREB region in 2000 — down about one percentage point since 1995. However, revenues from tuition and fees grew much faster than did revenues from state appropriations. State appropriations dropped from 45 percent to 42 percent of public four-year colleges' revenues in SREB states between 1995 and 2000, while tuition and fees accounted for 20 percent of revenues in 1995 and almost 21 percent in 2000.

## Funding Sources for Public Four-Year Colleges and Universities, *SREB States*



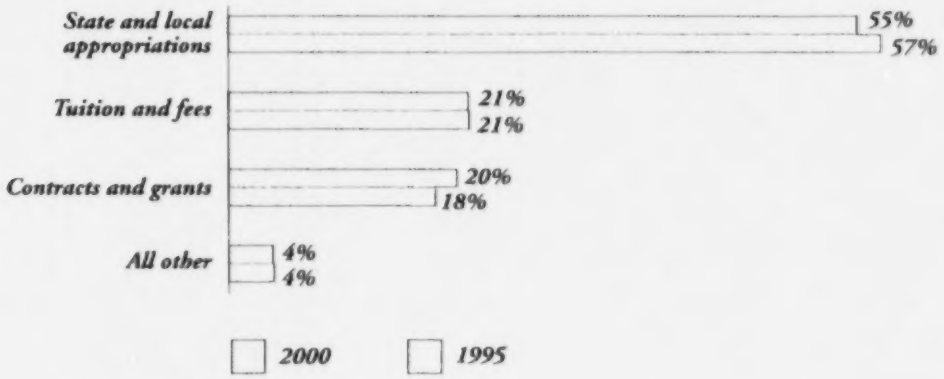

Note: Figures may not equal 100 percent because of rounding.

Source: National Center for Education Statistics

State and local appropriations accounted for 57 percent of total educational and general revenues at public two-year colleges in 1995 and 55 percent in 2000. Tuition and fees accounted for 21 percent of revenues in both 1995 and 2000.

Even small changes in these percentages represent a great deal of money. An increase or decrease of one percentage point in educational and general revenues for the SREB region's public four-year colleges and universities equaled $355.2 million. One percentage point for the region's public two-year colleges equaled almost $92.3 million.

## Funding Sources for Public Two-Year Colleges,
*SREB States*




Note: Figures may not equal 100 percent because of rounding.

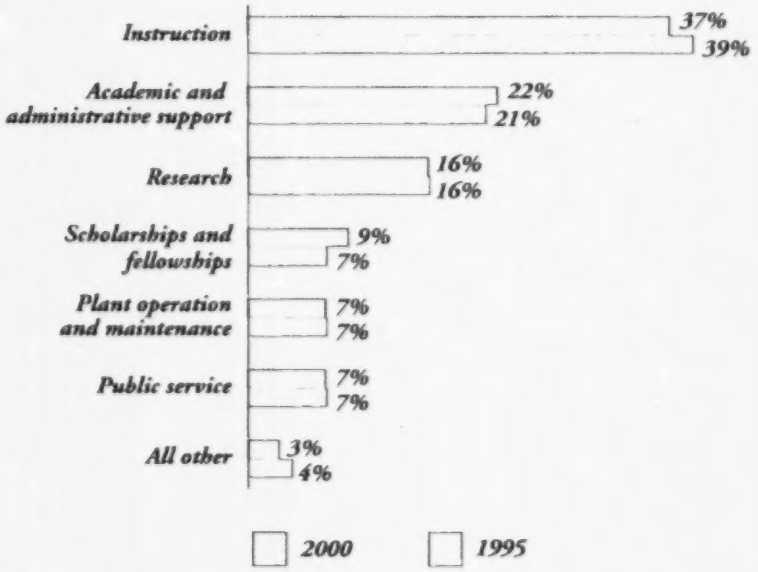
Source: National Center for Education Statistics

## How dollars are spent

About 37 percent of educational and general budgets at public four-year colleges and universities in the SREB region in 2000 was spent on direct instruction. Academic and administrative support activities — such as counseling centers, libraries and campus administration — accounted for 22 percent. Research accounted for 16 percent; scholarships and fellowships accounted for almost 9 percent; and plant operation and public service received about 7 percent each.

Spending for instruction, research and public service includes staff salaries, benefits, travel costs, equipment and operating expenses (such as office supplies). Personnel costs are the largest share of these expenses. About 75 percent of the typical college's budget (either two-year or four-year) goes to salaries and benefits; this amount is divided about equally between faculty and all other staff.

## Spending Patterns at Public Four-Year Colleges and Universities, *SREB States*




Note: Figures may not equal 100 percent because of rounding.

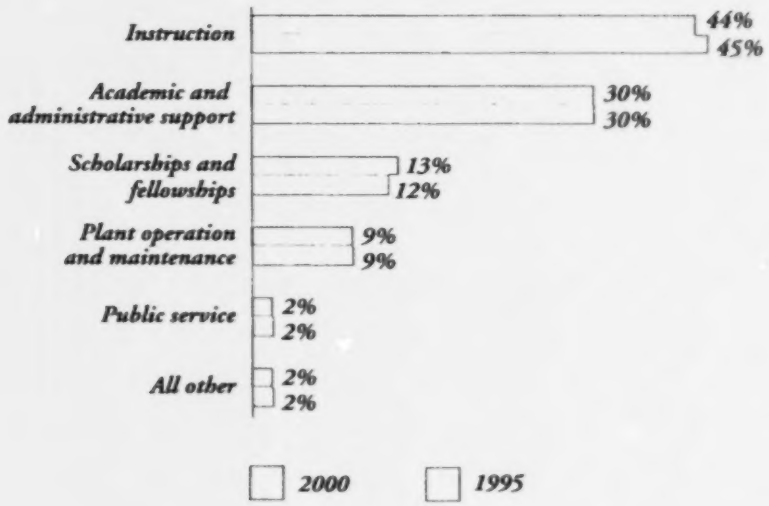
Source: National Center for Education Statistics

REVENUES

Spending patterns within colleges and universities tend to change slowly over time for the major areas: instruction; research; public service; academic and administrative support; plant operation and maintenance; and scholarships and fellowships. The share of spending for scholarships and fellowships at public four-year colleges and universities in the SREB region rose from 7 percent in 1995 to nearly 9 percent in 2000. The share for instruction fell from 39 percent to 37 percent during that period. In three SREB states (Arkansas, North Carolina and Virginia), spending on instruction represented larger proportions of total spending in 2000 than in 1995.

In three SREB states (Delaware, Louisiana and Oklahoma), the shares of spending for instruction at public two-year colleges went up. The regional average share of spending devoted to instruction declined from 45 percent in 1995 to 44 percent in 2000. Spending for scholarships and fellowships at public two-year colleges increased by one percentage point — from 12 percent to 13 percent.

## Spending Patterns at Public Two-Year Colleges, *SREB States*




Note: Figures may not equal 100 percent because of rounding.

Source: National Center for Education Statistics

Federal support for research and development increased more in the SREB region (103 percent) than in the nation (91 percent) between the 1990 and the 2000 academic years. Federal support for research and development at colleges and universities surpassed $4.9 billion in the SREB states. Thirty-one universities in the region were among the nation's top 100 recipients of such support.

Federal funds accounted for 58 percent of the almost $30 billion in research and development spending at universities nationwide in 2000 and 54 percent of the more than $9.4 billion total in the SREB states. The rest of the money for research and development in the SREB states came from the following: state and local governments, 10 percent; industry, 8 percent; institutions (funds from their own budgets), 21 percent; and private sources, 7 percent.

Three of the nation's top 10 highest college and university endowments in 2002 were in the SREB region: the University of Texas System, Emory University in Georgia and the Texas A&M University System. The University of Texas System's endowment of more than $8.6 billion was ranked third — below only those of Harvard and Yale. Another 22 universities in the SREB region were among the top 100.

A little-noticed but fast-growing area of funding for colleges and universities is federal earmarked appropriations. Annual earmarked funding to individual colleges or universities reached $666.9 million in the SREB region in 2002 — about 44 percent of the total nationwide. Earmarked funds shared by groups of two or more colleges and universities in the SREB states amounted to $331.8 million — about 39 percent of the national total.

REVENUES

Copies of the *Fact Book on Higher Education 2003* are available from the SREB publications office. SREB continuously monitors new comparative data and makes them available at the SREB Web site: www.sreb.org. The Web site also features an online edition of the *Fact Book* with links to the latest updates of the tables. SREB publishes *Fact Book Bulletins* that freshen or expand on *Fact Book* information.

The following is a list of the SREB states' postsecondary education agencies that reported comparative data on colleges, universities and vocational/technical institutes in the SREB-State Data Exchange, 2001-2002. For 32 years, the SREB-State Data Exchange annually has collected comparative data on higher education. Without these agencies' support and cooperation, this feat would be impossible.

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## Featured Facts

***SREB states can lead the nation in educational progress. Nothing influences a state's prosperity more than the education of its people.***

*SREB Goals for Education: Challenge to Lead, 2002*

***More adults from all groups earn college degrees ...*** Forty percent of the nation's growth in bachelor's degrees in the last half of the 1990s occurred in the SREB states. The regional increases outpaced the national increases at every degree level. Women and minorities accounted for most of the growth. More than 11,300 additional black students earned bachelor's degrees in the SREB states. They now account for 15 percent of the total. Hispanic students now account for more than 6 percent.

***... but diversity among graduates could be — and should be — even greater.*** Just 54 percent of the SREB region's Hispanic adults have high school diplomas or GED certificates, compared with 70 percent of black adults and 81 percent of white adults. Twelve percent of the SREB region's Hispanic adults have bachelor's degrees or higher, compared with 14 percent of black adults and 24 percent of white adults.

***The costs of college for students and their families are increasing ...*** Annual tuition and required fees rose by 28 percent for full-time, in-state undergraduates at public four-year colleges and universities in the SREB states between 1997 and 2002 — after adjusting for inflation. The regional median at public four-year colleges and universities was 87 percent of the U.S. median — up from 79 percent of the national median five years earlier. (At public two-year colleges, the increase was from 75 percent to 82 percent of the U.S. median.)

***... but going to college must be affordable.*** Paying for one year at one of the nation's public four-year colleges or universities required the equivalent of 89 percent of the annual income of families in the lowest fifth of incomes (an average income of $10,100). Twenty years ago, it took 57 percent — an increase of 32 percentage points. In contrast, households in the middle fifth (average annual earnings of $42,600) had to devote the equivalent of 21 percent of their annual income to pay for a year of college — an increase of seven percentage points since 1982.

More than 75 percent of full-time, first-time students seeking undergraduate degrees at public four-year colleges and universities receive some form of student financial aid — up from about 55 percent 10 years ago. About 40 percent of students receiving aid in public four-year colleges and universities took out loans, which averaged more than $2,800, for their first year in college.

**U.S. Department of Education**
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
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